Evaluation of the Ford Institute Leadership Program
2010 Report

Grant County Cohort 1

Prepared for:

Ford Institute FOR COMMUNITY BUILDING

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EXECUTIVE SUMMARY OF FORD INSTITUTE LEADERSHIP PROGRAM 2010 EVALUATION REPORT

In 2010, the Oregon State University evaluation team used survey data and community case studies to evaluate the impact of the Ford Institute Leadership Program on individuals, organizations, and communities. The insights gained from the evaluation regarding the following research questions are summarized below.

Does the Ford Institute Leadership Program develop effective community leaders who apply what they learned?

At the end of the Leadership Development class, participants report feeling more competent in the three types of leadership skills taught during the Leadership Development class. When asked about their use of these skills in the years following the training, participants report using leadership skills most often (about once a month), followed by community building skills and project management skills, which they report using occasionally. The majority of graduates use these skills more often after the class than they did before and they feel that the class contributed significantly to their ability to function as leaders. Despite the barriers many individuals faced in their engagement in community work, these barriers only somewhat limited their amount of leadership activity in the last year.

Does the Ford Institute Leadership Program contribute to increased civic engagement?

Participants report increased motivation to take on civic activities at the conclusion of the Leadership Development class. Former participants, who took the class between one and six and half years ago, reported that in the past year they engaged occasionally in overall civic life, but more frequently in activities like volunteering, voting, fundraising, working in community groups, and promoting local events. About half of participants increased their level of civic engagement after the class and the majority of participants attribute their ability to engage effectively in civic life to the program.

Does the Ford Institute Leadership Program build strong networks of community leaders within and across rural communities?

The Leadership Program has increased the quantity and diversity of networks for some participants. Participants use their networks to improve the ways they work in organizations, perform their jobs, and complete community projects. Networking activities are limited by a lack of cohort-to-cohort relationships, changes in participants' ability to be civically engaged, and people leaving the community.

Does the Ford Institute Leadership Program build strong, community-oriented, and collaborative community organizations?

Effective Organizations participants moderately increase their knowledge about and the likelihood that they will engage in effective organizational management activities, as a result of the training. Participants report increased confidence to use skills and their readiness to use them; they reported improved access to new networks of people and organizations with whom to work in the future.

The Leadership Program, overall, appears to contribute to community organizational development through cohort projects, skill-building, and networking opportunities. Case study interviewees have become more effective members in community organizations by implementing new skills and projects, taking on leadership positions and joining organizations, and starting new organizations.

Does the Ford Institute Leadership Program contribute to vital rural communities?
Overall, participants feel the Leadership Program has contributed a moderate amount to the capacity of their communities. Individuals who rated their communities high in capacity or cohesion attribute a good deal of this to the program. Similarly, those who had more positive feelings about their communities reported the program contributed more to those feelings than those who had less positive feelings about their communities.

Evidence suggests the Leadership Program has had limited influence on the social, economic, and environmental conditions in rural communities. Observed impacts are largely connected to cohort projects, which have provided an impetus for change in these communities. Without the project requirement, less community impact would likely have been observed. These findings may be due to the limited amount of time elapsed since the training occurred, the limited discussion of strategies to obtain community vitality in the program curriculum, and the barriers faced by participants as they have tried to implement change.

Does the Ford Institute Leadership Program transform individual participants above and beyond the intended outcomes?
The intentions of the Leadership Program are for participants to become leaders, run for elected office, work more collaboratively, and participate in community projects. For some individuals it has an even larger impact, helping them transform their personal lives by giving them the confidence and skills to become better educated or apply for new job positions.

Are changes in leadership and civic engagement sustained over time?
Overall, participants are applying leadership skills, participating in community building and project management tasks, and engaging with their communities at similar levels regardless of how long they have been out of the leadership class.

Do outcomes vary by aspects of the program or attributes of individual participants?
Data analysis revealed nine individual-level factors and two class-level factors as significant predictors of how often participants have applied leadership skills and done community building activities and project management tasks in the past year, net of other factors. With respect to class-level factors, over which the Ford Institute for Community Building has more control than the individual-level factors, the analysis revealed that people who had Community Trainers used leadership and community building skills as often as people who had professional trainers, but people engaged in project management activities slightly more often if they had a Community Trainer. In addition, people in larger classes engaged in community building activities slightly more often in the past year.

Some individual-level characteristics were associated with slight differences in the extent to which the Effective Organizations training increased participants' organizational management knowledge or behavior. Despite these varying levels of program impact on the knowledge and behaviors of participants, the Effective Organizations has real effects on participants.

INTRODUCTION

Purpose

In 2003, The Ford Family Foundation initiated a comprehensive training program designed to increase the vitality of rural communities in Oregon and Siskiyou County, California. The core strategy was training to increase the leadership skills of individuals from rural communities, the effectiveness of rural community organizations, and the degree of collaboration in rural communities. From 2003 to 2010, over 3,000 individuals from 65 communities have participated in the Leadership Program.

In 2007, The Ford Family Foundation contracted with a team of evaluators from Oregon State University (OSU) to design and conduct an outcome evaluation focused on the results of the Ford Institute Leadership Program, also referred to as the Leadership Program. Specifically the evaluation examined the extent to which the program builds:

- More effective community leaders,
- Stronger networks of leaders within and across rural communities,
- Stronger community organizations and networks of organizations, and ultimately
- Vital rural communities.

In order to assess these outcomes, the team of evaluators from Oregon State University began working collaboratively with the Ford Institute for Community Building to design a robust outcome evaluation.

Accomplishments

The evaluation began with the review and analysis of all evaluation data that had been collected from 2003 through 2007. Then in 2008, the OSU evaluation team established a systematic evaluation structure for the Leadership Program. The system was designed, with the input of the Institute staff and other stakeholders, to better gauge the impact of the program on individuals, organizations, and communities. Quantitative and qualitative data collection tools have since been developed and implemented to gather information from Leadership Program participants and others about the impact of the program. With those data, sub-sets of

evaluation questions have been systematically examined by the evaluation team since 2008. The findings have shed light on the extent to which: Leadership Development (LD) class participants become effective community leaders and increase their civic engagement as a result of the class, strong networks of community leaders develop as a result of the program, and the capacity of organizations increases as a result of the program. Though much has been learned about the impact of the Leadership Program since the evaluation began in 2007, the complexity and nature of the program's long-term goals necessitates a multi-phased examination of the ways in which it has affected individuals, organizations, and communities.

In 2010, the evaluation was able to explore the following research questions:

- Does the Leadership Program develop effective community leaders who apply what they learned?
- Does the Leadership Program contribute to increased civic engagement?
- Does the Leadership Program build strong networks of community leaders within and across rural communities?
- Does the Leadership Program build strong, community-oriented, and collaborative community organizations?
- Do outcomes vary by aspects or attributes of the program, individual participant, organization, or community?
- Does the Leadership Program contribute to vital rural communities?
- Does the Leadership Program transform individual participants, organizations, and communities above and beyond the intended outcomes?
- Are changes in leadership, community organizations, and/or community vitality sustained over time?

In some areas, the evaluation is able to make conclusions about the results of the Leadership Program while in others the data collected thus far are only able to provide preliminary insight into the impacts of the program.

To examine those research questions in 2010, the following data were collected and analyzed using quantitative and qualitative methodologies:

- Community case study interviews with past Leadership Program participants from Coastal Douglas and Wallowa County hub communities
- Leadership Development class past participant survey (2003 to Spring 2008 cohorts)
- Leadership Development class 12-month follow-up survey (Fall 2008 cohorts)
- Effective Organizations (EO) training participant survey (2009 & 2010 participants)

Though the analysis of some of these datasets will take time in order for them to fully reveal the answers to the evaluation questions, they all contribute to the evaluation team's ability to better understand the immediate and longer-term impacts of the Leadership Program on individuals, organizations, and communities. In addition to the collection and analysis of those data, follow-up data from Fall 2009 EO training participants were collected via a 12-month follow-up survey that was developed in 2010. Interviews were also conducted with community leaders who had not participated in the Leadership Program in Coastal Douglas and Wallowa County hub communities. These data will be analyzed in 2011 to provide insight into how the Leadership Program affects the capacity and collaboration of organizations in rural communities.

This report builds on findings outlined in past evaluation reports, and represents a mid-term culmination of the multi-phased evaluation design. Future evaluation efforts will continue to build on these findings, and will continue to reveal the ways in which the Leadership Program affects individuals, organizations, and communities.

METHODS

The following sections outline the qualitative and quantitative methods used to assess the outcomes of the Leadership Program in 2010. The discussion of results begins on page 50.

Data from the Ford Institute for Community Building

Data regarding individual participants and characteristics of Leadership Development (LD) classes were received from Ford Institute for Community Building databases. Information regarding the participants included: gender, age, Myers-Briggs Type Indicator® (MBTI type), and involvement with the Ford Institute Leadership Program. This includes involvement with Leadership Development cohorts 1-4, Conference of Communities, Effective Organizations, Community Collaborations, Regional Conferences, Regards to Rural conference, Community Trainer Summits, or participation as a Leadership Program nominator. Information was also provided on the number of males, females, graduates, and youth in each cohort class by hub community. For each hub community, the name of the lead Rural Development Initiatives, Inc. (RDI) trainer, number of Community Trainers involved in the class, geographic region served, curriculum version used, and class project title were also included. These data were merged, based on the participant's ID code, hub community, and cohort number, into the evaluation database created from survey responses.

Leadership Development Past Participant Surveys

In 2010, data from individuals who went through the Leadership Development training between 2003 and 2008 were analyzed to examine the extent to which the Leadership Program contributes to the development of effective community leaders, successful citizens, and vital rural communities. In addition to exploring the attainment of these outcomes by Leadership Program participants, a goal of the analysis is to examine if these outcomes are sustained over time. Data for this analysis came from two survey sources: the Leadership Development population survey and the Leadership Development 12-month follow-up survey.

The population survey solicited information from individuals who went through the LD training between Fall 2003 and Spring 2008. The 12-month follow-up survey solicited much of the same

information as the population survey, but was distributed to individuals who went through the LD training in Fall 2008. Both of these surveys contained questions concerning the application of leadership, community building, and project management skills, as well as participation in civic activities, and perceived challenges to community leadership. The population survey also asked past participants additional questions about the level of capacity in their communities, the extent of cohesion among residents, and their overall feelings about the community. In addition, the population survey asked respondents to answer a series of demographic and background questions that were not contained on the 12-month follow-up survey, but were gathered from Fall 2008 individuals via their application to participate in the Leadership Development training. Though these two questionnaires differed slightly in their content, their overwhelming overlap facilitated their combination into one dataset that can be used to answer a variety of evaluation questions. For the purpose of this report, these surveys will be referred to as the past participant surveys.

Survey Administration

Both the 12-month follow-up and population survey were distributed between January and March 2010 using the same multi-method approach. The population survey was distributed to all individuals who went through the Leadership Development training between Fall 2003 and Spring 2008. The 12-month follow-up was distributed to individuals who participated in the LD training in Fall 2008.

The surveys were first distributed via the internet using SurveyMonkey™ online survey software. All members of the target population were sent an email informing them of their selection for one of the two surveys, along with an explanation of their survey, and a link to the SurveyMonkey™ survey. Upon clicking the SurveyMonkey™ link, respondents were directed to a web-page that again explained the purpose of survey, but also included an informed consent check-box.

Respondents who agreed to participate (by checking the informed consent box) were directed to the first page of the survey, while those who did not agree were directed to a screen with the OSU evaluation team contact information and were then removed from the survey contact list. Participants who did not have valid email addresses were contacted via U.S. mail later in the survey administration period.

In order to track survey responses by individuals, each survey respondent was assigned a unique survey number. Individuals who did not complete the survey received specific follow-ups. In particular, two reminder emails were sent to participants – one week and two weeks after the initial email.

Three and a half weeks after the initial email, the survey numbers were used to match the returned surveys to the target population database. Individuals who returned surveys via SurveyMonkey™ were marked as completed and removed from the population database. Those who had not returned surveys (either due to non-response or due to a lack of valid email address) were sent a survey packet via U.S. mail. The packet contained the following documents:

- A cover letter explaining survey
- Two copies of the informed consent form (required by OSU Internal Review Board)
- Survey
- A stamped and pre-addressed return envelope for the completed survey

One week after the survey was delivered to an individual via mail, a follow-up thank you and reminder postcard was mailed. The postcard served to remind those who had forgotten, to return their survey as soon as possible, and to thank those who had already returned their survey. Three weeks after the initial survey packet was mailed to individuals, respondents who had returned the survey were removed from the list. Those remaining in the database received a second follow-up letter and replacement survey packet one week later. The mailed

questionnaire contained the exact same questions as the online survey. Any deviations between the two survey forms were merely due to formatting constraints.

Data collection for the surveys extended from late January to early April 2010. At the completion of the survey implementation period, OSU employees entered the information from the completed paper questionnaires into the SurveyMonkey™ database. In addition to the survey number mentioned above, participants were also asked to create a unique identifier that they can recall for future surveys (first and middle initial, date of birth, e.g. JS120367). This ID code allows the OSU research team to match participants' responses on the past participant survey with any previous or future surveys completed by each individual.

Response Rate

Of the 1,844 people who participated in the LD training between Fall 2003 and Spring 2008, contact information was available for all but 21 individuals. Therefore the survey was distributed to 1,823 people. In the first round of survey delivery, 1,420 individuals with valid email addresses were sent invitations to complete the survey via email. Of those, 535 replied online using SurveyMonkey™. Subsequently, 1,254 participants were sent the survey via U.S. mail, with 331 replying in that manner. Sixteen participants (1%) opted out of participation by either selecting the opt out link in SurveyMonkey™, declining consent on the survey itself, or notifying the OSU evaluation team that they did not wish to participate. In addition, 24 surveys were returned to OSU with incorrect addresses; these individuals were removed from the participant list. Combining both online and mail collection methods, a total of 918 participants responded to the survey for a response rate of 50%.

Contact information was available for all but one of the 302 people who participated in Fall 2008 Leadership Development classes. Therefore the 12-month follow-up survey was distributed to 301 total participants. Of the 264 participants who were sent invitations to participate via email, a total of 150 replied online using SurveyMonkey™. Following the online survey component, 167 participants were sent the survey via U.S. mail and 57 replied by mail.

Nine participants (3%) opted out of participation by either selecting the opt out link in SurveyMonkey™, declining consent on the survey itself, or notifying the OSU evaluation team that they did not wish to participate. In all, 207 participants responded to the 12-month follow-up survey, yielding a response rate of 69%.

In all, 1,124 past participants responded to either the 12-month follow-up or population survey. For Fall 2008 participants, 12-month follow-up data were combined with data previously collected throughout the evaluation, using the individuals' unique ID codes. This included data from the LD class application, the LD fourth-weekend outcome survey, and the Institute's databases. By combining the data from multiple sources for the 12-month survey respondents, it is possible to create a dataset for this group of respondents that resembles data collected from population survey respondents. For the remainder of the report, this combined data will be referred to as the past participant data.

Of the total respondents to the past participant surveys, 635 participated in their community's first cohort, 360 in the second cohort, 120 in the third cohort, and 9 in the fourth cohort. Overall, the response rate was fairly similar regardless of the year the respondent participated in the Leadership Development class, see Table 1**Error! Reference source not found.**.

Table 1

Past-Participant Response Rate by Year			
Hub Number	**Total Responded**	**Total Population**	**Response Rate**
2003	79	130	61%
2004	86	180	48%
2005	143	331	43%
2006	212	402	53%
2007	224	447	50%
2008	380	633	60%
Total	**1,124**	**2,123**	**53%**

Survey respondents represented all 50 hub communities that participated in LD between 2003 and 2008. The percentage of LD participants responding to the survey ranged from 30% to 88%

across hub communities. See Appendix 1 for a list of hub communities, including response rate by community and number of cohorts held for each community from 2003 to 2008.

Analysis Variables

In order to analyze the past participant surveys, survey items were grouped and new variables were created. In this section, the manner in which analysis variables were constructed is explained.

In the leadership skills section of the past participant surveys, eleven survey questions were grouped into three categories based on their conceptual linkages: communication, working with groups, and networking. Using these concept groups, analysis of leadership skill usage can be done without running separate analyses on each individual item. There were two additional sections of the past participant surveys that asked a series of questions about project management and community building activities. These survey items were not sub-grouped into concepts for analysis; instead the items in each section were combined to create overall community building and project management activity variables. Table 2 describes the concept and section groups that were formed from the survey items.

Table 2

Concept and Section Groups
Leadership Skill Concept Groups
Communication
Public speaking; Engaging in active listening; Giving constructive feedback; Using appreciative inquiry
Working with Groups
Working with different personality types; Facilitating group discussions; Working to build consensus within a group; Utilizing effective meeting techniques; Using conflict resolution processes
Networking
Networking with others to address a community issue or problem; Networking with others to advance personally or professionally

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Concept and Section Groups (continued)
Community Building Section Group
Identified assets in your community, Educated yourself about social, economic, or environmental issues in your community, Helped build public awareness of a community issue or problem, Helped investigate possible solutions to a community issue or problem, Worked to improve the social, economic, and/or environmental conditions of your community, Helped define goals or a vision for your community, Encouraged others to participate in community issues and/or projects, Sought information about how community decisions would impact the local social, economic, and/or environmental conditions, Sought opportunities to learn more about community leadership
Project Management Section Group
Helped set goals for a community effort or project, Helped develop tasks, timelines, and assignments for a community effort or project, Participated in developing the budget for a community effort or project, Helped to publicize or promote some community effort or project, Helped plan a community fundraising effort, Helped involve stakeholders in a community project or effort, Helped to recruit and retain volunteers, Helped seek outside support for a community effort or project

The population survey included a series of 12 questions asking respondents about their current perceptions regarding the communities in which they reside. These 12 questions were grouped into three categories: community cohesion, community capacity, and feelings about your community. Community cohesion refers to the extent to which community residents get along with and trust each other. Community capacity is a concept tied to the extent to which community residents can be counted on to work together productively to accomplish community goals. Community cohesion and capacity survey items were developed and grouped together based on work by the Carsey Institute at the University of New Hampshire and research by Robert Sampson et al. (2005) and Robert Chaskin (2001). The feelings about your community survey items capture individual's perceptions of their community's current state and how they perceive their role in their community. Table 3 describes the concept groups that were formed from the community perception survey items.

Table 3

Community Concept Groups
Concept Group and Definition
Community Cohesion
People in the community: are willing to help their neighbors; generally trust one another and get along; interact with each other across social, cultural, and economic lines
Community Capacity
If the community were faced with a local issue, people here would work together to address it; Local government has the ability to deal effectively with important problems; Community members have the knowledge and skills to get things done; Community organizations work together to address community issues
Feelings about your Community
I am proud of my community; I feel a strong sense of civic responsibility; I believe I can make a difference in my community; My community is a positive place to live; I feel a part of my community; My community has a great future

Data Analysis

Quantitative data from the Leadership Development past participant surveys were analyzed to assess a number of outcomes:

- Application of skills and ideas emphasized in the Leadership Program
- Change in activity level
- Settings of skill application
- Barriers to leadership
- Perceptions of community capacity and cohesion
- Feelings about the community
- The contribution of the Leadership Program on past participants' activities and attitudes

In order to evaluate these outcomes, data were analyzed using descriptive and explanatory techniques including calculating means, running cross-tabulations, conducting dependent t-tests, running correlations, and doing Ordinary Least Squares regression.

Descriptive Techniques

- Calculating means creates an average for a set of numbers which summarizes a single group of data and allows for the quick comparison of multiple groups of data.

- Cross-tabulations explore the interdependent relationship between two variables.
- Dependent t-tests calculate whether there was a significant difference between means of different samples. The test assumes the means are equal; results are significant when there is a statistical difference in how often different types of skills or activities were used ($p < .05$).

Explanatory Techniques

In order to assess the impact of the individual participant characteristics and class-level characteristics on leadership outcomes, data were analyzed with correlations and Ordinary Least Squares (OLS) methods. Correlations look at the degree of relationship between two variables and produce a value which categorizes the relationship. A zero indicates no correlation, while a negative one or positive one indicates that the variables are perfectly correlated and change together. Correlation analysis reveals the simple association between two variables, such as being a public official and frequency of public speaking. While this simple association can indicate if within the data, participants with a particular personal attribute tend to have different outcomes than those without the attribute, the correlation does not reveal the size of the effect and may incorrectly lead the researcher to believe that there is a direct relationship between the two variables. For these reasons, OLS regression methods are also used to understand the relationship between individual characteristics and leadership outcomes.

Ordinary Least Squares regression is a widely employed method which uses multiple characteristics to understand the variability in a single outcome. OLS regression examines the extent to which a unit increase in an independent variable, like income, affects the outcome variable, net of other factors that vary across individuals. OLS has the power to hold certain factors that vary across individuals constant, in order to isolate a “more pure” effect of an independent variable on the key outcome variable. OLS is useful and necessary if multiple independent variables are correlated with each other to some extent. In this analysis, a stepwise OLS regression technique was employed to facilitate the specification of a statistical model which contains only statistically significant variables. Please refer to Appendix 2 for a detailed explanation of the analytic method.

Qualitative data from the past participant surveys were analyzed to identify themes that reinforced the quantitative findings or revealed additional trends. Participant responses to a series of open-ended questions on the survey provided the source of this qualitative data. For each question, the responses that participants made were read by members of the evaluation team and assessed for themes. Themes correspond to ideas or concepts that are raised by more than one respondent. Naturally, one respondent can make a comment that addresses more than one theme. Thus written responses themselves are the unit of analysis, not individual respondents.

Once the themes were identified and coded from the responses, the number of responses made in reference to each theme was tallied by the researchers. This tally provides a sense of the significance of the theme among the respondents. Themes that are mentioned often receive more weight in the discussion than those that are mentioned only occasionally.

Effective Organizations 2009 & 2010 Participant Survey

In 2009 and 2010, Effective Organizations training participants were asked to complete evaluation surveys on the first and second weekends of the training. On the first weekend, participants were asked to complete a background survey with questions about age, gender, previous leadership or organizational management training, organizational involvement, and other types of personal characteristics. On the second weekend of the training, participants received an outcome survey with questions about their knowledge and behavior concerning organizational planning and management before the training and after the training. The results of the 2009 Effective Organizations training survey were included in the 2009 evaluation report. For a more detailed explanation of these surveys, see Appendix 3: Effective Organizations Background and Outcome Survey Methods.

Response Rate

In 2009 and 2010, 18 communities participated in Effective Organizations training. OSU faculty received survey data from 17 of these communities from the Institute (South Lane was

missing). Table 4 displays the total number of people who registered for the EO trainings as well as the number of surveys received from each community.

Table 4: Effective Organizations Survey Response Rates

	Community	Effective Organizations Training Registrants (N)	Background Survey Respondents (N)	Outcome Survey Respondents (N)	Respondents to both the Background & Outcome Surveys (N)
2009	Chiloquin	24	8	15	6
	Grant County	43	--	26	--
	Harney County	26	19	19	16
	La Pine	28	24	22	16
	McKenzie River	12	11	9	6
	Newberg	21	17	16	14
	North Curry County	28	22	16	12
	Sisters	30	--	18	--
	White City – Upper Rogue	35	23	21	14
	Wild Rivers Coast	49	32	26	19
	South Lane	36	--	--	--
2010	Ashland	45	33	23	17
	Jefferson/Cascade Communities	47	--	21	--
	West Valley	29	20	12	10
	Lower Columbia (Astoria)	27	19	24	15
	Central Lincoln County	45	37	34	33
	Pendleton	24	16	16	12
	Roseburg	41	37	29	29
	Total	**590**	**318**	**347**	**219**

As Table 4 shows, there were discrepancies between the number of people who registered for the training, the number who completed the background survey, and the number who completed the outcome survey, despite efforts to contact absentees. Also, due to the timing of the implementation of the surveys, the participants in the Grant County and Sisters EO trainings did not have the opportunity to complete the background survey. Thus, in total, 219 people completed both the background and outcome surveys, while 318 completed the background survey and 347 completed the outcome survey. The response rates varied accordingly, with 54% completing the background survey, 59% completing the outcome survey, and 37%

completing both surveys. Throughout this report the findings discussed will relate only to the sub-population of EO participants who completed both surveys (N = 219).

Analysis Variables

In order to analyze the data in a clear and intuitive way, Effective Organizations outcome survey items were grouped based on their conceptual linkages. In the knowledge section of the survey, 19 of the 20 survey items were grouped into three categories: operational management and leadership, strategic planning, and resource development and management. One survey item encompassed all three of these topics, so it was not included in these three concept groups. In the behavior section of the survey, three survey items were grouped into the category of collaboration/networking, while the remaining 13 items were kept separate. Using these concept groups, analysis of changes in knowledge can be done without running separate analyses on each individual item. Table 5 describes the three concept groups that were formed from the 19 survey items in the knowledge section as well as the collaboration/networking concept group that was formed from items in the behavior section.

Table 5

Concept Groups and Definitions
Knowledge Concept Groups
Strategic Planning
Clarifying an organizational vision and mission; Establishing goals and objectives for the organization; Analyzing the strengths, weaknesses, opportunities, and threats facing the organization; Developing a strategic plan; Helping the organization fulfill its mission
Operational Management & Leadership
Creating effective board nomination and recruitment procedures; Specifying and communicating board responsibilities; Developing and managing budgets; Succession planning
Resource Development & Management
Identifying appropriate grants; Fundraising in the community; Establishing a resource development plan; Establishing a human resource management plan; Maintaining an effective volunteer base
Behavior Concept Group
Collaboration /Networking
Working with other organizations that have similar organizational goals; Working with other organizations that do not have similar goals; Developing networks and partnerships with other organizations

Data Analysis

Quantitative data from the 2009 and 2010 Effective Organizations background and outcome surveys were analyzed to assess whether participants reported statistically significant changes in knowledge and behaviors as a result of the training. In addition, further analysis was conducted to see if changes in outcomes varied by attributes of the individual. Qualitative data from the outcome survey were analyzed to identify themes that reinforced the quantitative findings or revealed additional trends in knowledge, behavior, or organizational change.

Changes in Knowledge and Behavior

Outcome data were analyzed for all 219 EO training participants who completed both the outcome and background surveys in 2009 and 2010. Participant scores from the retrospective pre and post were compared for the analysis of change in knowledge and behavior. Dependent t-tests were used to calculate whether there was a significant change in the participant reports before and after the training. Significant results indicate there is a statistical difference between the means for the pretest and posttest ($p < .05$). In addition, a Cohen's *d* statistic was used to estimate the size of the impact of the training on this change. Cohen's *d* scores less than .40 indicate a small effect, scores from .40 to .74 indicate a moderate effect, scores .75 to 1.44 indicate a large effect, and scores greater than 1.45 indicate a very large effect.

Participant Attributes and Effective Organizations Training Outcomes

In order to assess the impact of individual participant characteristics on Effective Organizations training outcomes, data on the 219 individual participants who completed the background and outcome surveys were analyzed with stepwise Ordinary Least Squares (OLS) regression methods. For a detailed explanation of this statistical method, please refer to Appendix 2.

The outcome variable was defined as change, as opposed to post-training level of knowledge or likelihood of behavior, because one purpose of the Leadership Program is to develop capacity in individuals, organizations, and communities, not simply to see high outcomes (regardless of the starting point, which could have been high already). Thus for the analysis, outcome variables for

each participant corresponded to the difference between the post-test scores for the concept or overall section and the pre-test scores for the concept or overall section.

More specifically, for each participant's overall change in knowledge after the training, an average post-test score was calculated for each individual as was an average pre-test score. To create the individual post-test and pre-test scores, the post-training and pre-training knowledge scores (that range from 1 to 4) were added together for all 20 questions on the survey that relate to knowledge and divided by 20. The post-test average was then subtracted from the pre-test average to produce an average difference (change) in knowledge as a result of the training. Average scores were also computed for overall behaviors, as well as the concept groups within the behavior and knowledge sections.

The difference between post- and pre-test averages (change score) is then regressed on individual-level factors that may explain the variation in overall average change in knowledge across all participants.

Open-ended Responses

In order to gain additional insight into the impact of the Effective Organizations training on participants, a series of open-ended questions were asked on the survey. As on the Leadership Development 12-month follow-up survey, the responses to each question were read by members of the evaluation team and assessed for themes.

Once the themes were identified among the comments, they were given an overarching name and then the number of comments made in reference to each theme was tallied by the researchers. This tally provides a sense of the significance of the theme among the respondents. Themes that are mentioned very often therefore get more weight in the discussion than those that are mentioned only occasionally.

Community Case Studies

In 2010, community case studies were conducted in order to gather information from residents of hub communities that have taken part in the Ford Institute Leadership Program. The information gathered from these individuals will be used to answer a variety of evaluation questions, but in particular will be used to shed light on the extent to which local action, collaboration, or leadership have an impact on the vitality of the local area. While gathering information about how local actions have affected the community, information was simultaneously gathered about the extent to which the Ford Institute Leadership Program has played a role in these changes. Gathering these pieces of information about the community simultaneously provides the opportunity to understand how the Leadership Program has affected the community, but also how the program and its impact fit into the larger context of community change.

Case studies allow for the intense study of a subject within its context and can aid at all stages of the research process serving exploration, description, and explanatory purposes (Yin, 2003). Case studies have been used in many different social science fields with famous cases exploring decision making in political environments (Allison and Zelikow, 1999), the competitiveness of regional and national economies (Saxenian, 1994; Porter, 1990), and the intersection of political, economic, and social relationships in Italy (Putnam, 1993). Case study research excels at revealing complex situations where the researchers may not be aware of all causal networks or related variables. Whereas a statistical multivariate analysis can provide an estimation of the individual contribution, or the net effect, of variables, a case study approach can supplement these estimations with an understanding of how and why (Ragin, 2006; Yin, 2003). This research method provides an important source of validation for quantitative results and clarifies motivations and questions for additional work (Mahoney and Goertz, 2006).

Community Selection Methodology

In 2010, Wallowa County and Coastal Douglas hub communities were selected to be part of the evaluation of the Ford Institute Leadership Program. These communities were chosen because the Leadership Development Cohort 3 had been completed at least one year prior to the spring

of 2010; they were in different regions of the state; and had fairly similar economic bases, population sizes, and distances to urban areas with population greater than 50,000. These two communities were also chosen because they varied in their community vitality before receiving the Leadership Program. Wallowa County was high in community vitality in 2000 and Coastal Douglas was low in community vitality in 2000 (before the onset of the Leadership Program in 2003). What follows is a discussion of the rationale for these selection criteria and the methods used to employ these criteria.

Rationale for Case Selection Criteria

Case studies can be used for many different inquiry purposes. The case study method is best suited for: providing descriptive rather than causal inference, focusing deeply on a single unit rather than broadly across several units, and providing insight into causal mechanisms as opposed to causal effects. The selection of cases to study is critical, because the mode of investigation and intensiveness of data collection limit the number of cases a researcher can investigate.

The objective of the case study was to create descriptions of the causal mechanisms affecting community vitality that are and are not being influenced by the Leadership Program. The study sought to create a deep understanding of a few communities by examining individuals, networks, and organizations inside a hub community. Given time and resource constraints, the decision to study two hub communities was made. In order to choose which two hub communities to study, the OSU research team had to consider what aspects of a community might affect the observed results and should therefore be allowed to differ and which aspects should remain relatively similar. It was decided that two sets of variables were most important: the Leadership Program experience in a particular community and the community's characteristics.

It is important that the two cases share the same experience through the Leadership Program and not represent outliers with respect to the progression of the program. By focusing on typical hub communities, the case study can reveal the ways the Leadership Program likely

plays out in the majority of other hubs. It is also important to choose two communities for the case study that have had ample opportunity for the Leadership Program to have an impact on them. For this reason, the hubs eligible for case study selection are those which had completed the third cohort of the Leadership Development training at least one year prior to spring 2010. Figure 1 outlines the factors that were used to indicate a typical program experience for the hub community and the required Leadership Program timeline.

Figure 1: Case Selection Goal 1

Identify two communities that have had a typical program experience, with the most time for participants to implement their skills

Criteria:

- Have completed all three LD cohorts, one Effective Organizations training, and one Community Collaborations training
- No special cohorts (e.g., all youth cohorts)
- Normal progression, no major problems
- Third cohort completed by Spring 2009, at the latest

This study was designed to describe how the community has changed along various community vitality indicators, and therefore the two communities should face similar constraints and opportunities as they attempt to develop. The set of factors that should be held constant between the communities are those that represent the external forces and internal aspects of a community which affect development opportunities there, but are not tied to the exact development outcomes the program desires (vitality) (Mahoney and Goertz, 2004).

Economic and community development scholars often use a set of variables to classify communities' potential for development. The types of businesses in a community, distance to an urban area, population size, and state and local policies and regulations are all factors which influence the opportunities a community has for development. While these attributes certainly affect the ways in which communities change over time, they are not perfect predictors of a community's vitality. Nonetheless, they do provide some basis with which to select

communities with similar development potential. Though the selected communities cannot be exactly the same in these ways, the goal is for them to be similar. Figure 2 outlines the factors used to indicate communities' development potential.

Figure 2: Case Selection Goal 2

Identify two communities that have had a similar potential for development

Criteria:

- Economic structure (major types of businesses are similar)
- Population size
- Distance from urban areas of 50,000 people or more
- Similar state policies

Case study selection presents a trade-off for researchers between accurately capturing the causal mechanisms at work in a single case (internal validity) and describing causal inferences that are occurring in the whole population to which the single case belongs (external validity). Every community is different and unique, but communities tend to pursue similar economic strategies, share similar desirable outcomes, and are more similar to some communities than others. What follows is a discussion of the trade-offs this case study faced.

In order to understand how the Leadership Program plays out in communities and potentially affects their vitality, it is advantageous to examine more than one community. Examining only one community introduces the potential that any findings are merely the result of that community's unique attributes, which other communities may not share (Yin, 2003). This threatens the external validity of the findings, or the extent to which the findings to the larger population can be generalized. Doing case studies in two communities would improve the possibility that findings are generalizable to the larger population of hub communities. Studying two communities does not eliminate the threat to the generalizability of the findings, however, it merely reduces it.

By choosing two hub communities that have populations around 7,000; economic bases that are characterized by jobs in government, retail trade, natural resource-based production and processing; and are approximately 61 miles from an urban area of 50,000 or more, the confidence in accurately describing development conditions and opportunities for this type of community (internal validity) is strengthened. Such a strategy further reduces the possibility that any observed effects of the program on the community are a function of each community's unique attributes and thus non-representative. Hub communities that are larger or smaller in size, closer or farther to urban areas, or have jobs that require different types of skills and inputs will have different community development opportunities and may have experienced different outcomes after implementing their improved leadership skills.

In order to increase the external validity in the study, the two communities were allowed to vary by community vitality index score. This design will allow the ways in which the Leadership Program operates in the worst case scenario (a community with low vitality before the program) and in the best case scenario (a community with high vitality before the program) to emerge. By examining how the Leadership Program unfolds in a low vitality community, the study will show how it interacts with the institutions, culture, and context that are associated with struggling rural communities, thereby revealing how the program helps the community improve. In the high vitality community, this design can reveal how the Leadership Program operates in a community that contains a set of community structures that are already capable of producing relatively high outcomes. Examining the impact of the program in communities of varying vitality focuses the analysis on how the initial vitality of a place structures the way in which the Leadership Program plays out in a community, and consequently the impact it has on the later vitality of the place.

The goal of the Leadership Program is to increase the vitality of communities, so it follows that a focused examination of how the program plays out in these two extremes can be particularly illuminating. Picking extreme cases of a variable of interest is one recommended way of case selection (Gerring, 2007) and the one that best fit the rationale for this study. It is important to

recognize that some aspects of the community vitality index also affect the opportunities for community development and therefore to some extent will affect the controlled community variables, reducing the internal validity of the study. These types of trade-offs are inherent when studying complex systems like the development of rural communities.

In addition to varying the case study communities by vitality, the two cases were allowed to vary based on region of the state: eastern Oregon and western Oregon. This was done in order to present a broader story about the ways in which the Leadership Program unfolds across the state. Representing eastern and western Oregon in the two cases reduces the similarities between the communities but increases the ability to represent changes occurring in all hubs. Finally, as both counties are within the state of Oregon they are subject to the same statewide policies.

Case Selection Criteria Methods

In the previous section the rationale for selecting cases according to criteria that maximize certain similarities and allow only a certain set of extreme dissimilarities was discussed. In this section, more detail will be provided as to how these criteria were measured across hubs and how Wallowa County and Coastal Douglas were selected.

Selection Variables

The key control variables, or the factors to be held relatively constant between the two hub communities selected as cases, were:

- Economic base
- Population size
- Distance from urban areas with population 50,000+
- Being located in Oregon
- Completion of the Leadership Development Training cohort 3 at least one year prior to fall 2010
- Similar progression through the Leadership Program

First, the economic, geographic, and demographic data were gathered and assigned to all of the hub communities. Data about the economic base of the hubs came from the U.S. Bureau of Economic Analysis. Specifically, the number of jobs per 1,000 residents by industry in 2000 was used to determine the top three industries in each hub county, which represent the economic base of the county. Data about the size of the population in 2000 came from the U.S. Census Bureau, and hubs were grouped based on membership in population quartiles. Finally, data about the distance of the hub community to the nearest urban area was calculated using geographical information systems (GIS) software. This distance corresponds to a straight line calculation of the number of miles between the geographic centroid of the county in which the hub community is located and the centroid of the nearest urban area of 50,000 people or more and does not follow the available road network. Here again, hubs were grouped based on membership in distance quartiles to facilitate the determination of similarity.

Information about which hubs were located in Oregon, had completed cohort 3 of the Leadership Program at least one year prior to the fall of 2010, and had gone through a similar progression of the program came from the Ford Institute for Community Building. Hub communities that were located in Siskiyou County, CA were deemed ineligible for selection consideration as was the Merrill/Malin/Tulelake hub, which spans Oregon and California. The information obtained from Institute staff about the progression of the Leadership Program in each hub community was used to limit the eligible hubs to those that had had three cohorts of Leadership Development, one class of Effective Organizations, one class of Community Collaborations, and no classes in which certain demographic groups (like youth) were targeted.

Next, the vitality of all Ford Institute for Community Building hub communities was measured using an index of vitality in order to facilitate the selection of community cases that differ markedly in their vitality. Community vitality was defined by the Ford Institute for Community Building, and Table 6 presents the indicators that were used to construct the vitality index, along with information about the exact measure, source information, and the availability of the data at the county as opposed to sub-county level.

Table 6: Final Community Vitality Indicators

Indicator	Measure
1. Young Adults	% of population, age 25 - 34
Source:	U.S. Census Bureau, census SF1
2. Youth	% of population, age 0 - 17
Source:	U.S. Census Bureau, census SF1
3. Early Education, 3rd Grade Reading (County-level data)	% met or exceeded state standards
Source:	OR Dept. of Education
4. Early Education, 3rd Grade Math (County-level data)	% met or exceeded state standards
Source:	OR Dept. of Education
5. Criminal Activity (County-level data)	Index Crime Rate per 100,000 population
Source:	OR State Police, OR Uniform Crime Reporting
6. Population Change	% change
Source:	U.S. Census Bureau, census SF1
7. Housing	% owners paying more than 30% of income on housing costs
Source:	U.S. Census Bureau, census SF3
8. High School Dropout Rate (County-level data)	% of 9 - 12 graders, dropped out
Source:	OR Dept. of Education
9. Teen Pregnancy Rate (County-level data)	Pregnancies, 10-17 year olds, per 1,000 population
Source:	OR Center for Health Statistics
10. Availability of Social Services (County-level data)	# of social assistance establishments
Source:	U.S. Bureau of Economic Analysis
11. Social Service Demand	% of population <185% of poverty
Source:	U.S. Census Bureau, census SF3
12. College	% of population, Associate's degree or more
Source:	U.S. Census Bureau, census SF3
13. Available Arts, Culture, Recreation (County-level data)	# of arts, entertainment, recreation establishments
Source:	U.S. Bureau of Economic Analysis
14. Voter Turnout (County-level data)	% of registered voters voting (general elections)
Source:	OR Secretary of State

Continued on next page

Indicator	Measure
15. Health Services (County-level data)	# of health care establishments
Source:	U.S. Bureau of Economic Analysis
16. Third Places (County-level data)	# of food service & drinking places establishments
Source:	U.S. Bureau of Economic Analysis
17. Civil Society (County-level data)	# of religious, civic, professional, similar organizations
Source:	U.S. Bureau of Economic Analysis
18. Public Places **(County-level data)**	% of land publicly owned
Source:	OR Geospatial Enterprise Office
19. Water Quality **(County-level data)**	Miles of streams, 303d listed (Water quality limited)
Source:	OR Geospatial Enterprise Office
20. Material Recovery Rate (County-level data)	% of total waste recovered (recycled, composted, etc.)
Source:	OR Department of Environmental Quality
21. Entrepreneurship (County-level data)	% of employed who are proprietors
Source:	U.S. Bureau of Economic Analysis
22. Entrepreneurship (County-level data)	Average Proprietor Income
Source:	U.S. Bureau of Economic Analysis
23. Unemployment	% civilian labor force unemployed
Source:	U.S. Census Bureau, census SF3
24. Median Income	Median household income
Source:	U.S. Census Bureau, census SF3
25. Home Ownership	% of housing units owner occupied
Source:	U.S. Census Bureau, census SF3
26. Living Wage Jobs (County-level data)	Ratio of County Avg. Wage to Cost of Living: 1 parent, 1 child
Source:	OR Housing & Community Services
27. Deposits in Banks (County-level data)	Deposits made, millions
Source:	Federal Deposit Insurance Company
28. Job Growth (County-level data)	# of jobs
Source:	U.S. Bureau of Economic Analysis
29. Employment (County-level data)	# of people employed
Source:	OR Labor Market Information System

The 29 indicators listed in Table 6 represent the best available approximations of the original community vitality indicators desired by the Institute. Data for nine of the twenty-nine indicators came from the U.S. Census Bureau, and were available at the county, place, and census tract level. The remaining indicators were only available at the county level. Indicator data were compiled for all 86 hub communities that have received or will receive the Ford Institute Leadership Program.

In order to construct a community vitality index score for each hub community, these 29 indicator measures were combined in such a way to represent the overall vitality of each hub, relative to all other hubs. Hubs are above average in overall vitality, or vital, if they have a positive community vitality index score. Other hubs are average in overall vitality, or considered typical, if their community vitality index score is close to zero, and hubs with negative community vitality index scores are considered not vital as they have below average overall vitality.

The community vitality index score is a composite of values for the 29 indicators of vitality. Each indicator value was converted from counts, rates, or dollar figures to standard deviation units, called Z-scores, in order to facilitate the combination of indicators with different measurement units. Transforming indicator values into Z-scores converts the statistic from a raw value to a value relative to an average. The average is set to zero, values below the average get a negative Z-score, and values above the average get a positive Z-score. This standardization procedure was done to all indicators and allows variables of different measurement units to be combined with one another in the overall vitality score.

Some Z-scores were further manipulated to make their sign of negative or positive indicative of a positive or negative outcome. For example, hubs with below average unemployment rates would receive a negative Z-score using the basic Z-score calculation. Being below average in unemployment is actually a good thing, however, so all unemployment rate Z-scores were

multiplied by -1 to switch their sign. When added with Z-scores for the other indicators, the overall vitality score will thus appropriately represent positive and negative outcomes for communities. This sign transformation was carried out for the teen pregnancy rate, the crime rate, high school dropout, housing cost burden, percent of population 185% of poverty, 303d listed streams, and the unemployment rate.

To calculate the total community vitality index score for each hub, individual item Z-scores were summed across all of the 29 indicators in each community. The community vitality index score for a given hub community is thus the sum of all of its indicators' relationships to their averages. Some individual item Z-scores for a hub community may have been negative (below average), while others may have been positive (above average) or very close to zero (average). For instance, if the number and size of positive Z-scores was greater than the number and size of negative Z-scores, then the community would have an *overall* positive vitality score. Some hubs may have a positive overall vitality score because very few indicators were negative while other hubs may have a positive overall vitality score despite being below average for many indicators (negative Z-scores) because the magnitude of the community's positive Z-scores in a few indicators was large enough to offset the negative values of other indicators. As with any composite measure, this nuance about how a community measures up with respect to particular components of vitality is lost because of the aggregation of many statistics into one summary measure.

According to the 2000 data on community vitality, among the 86 hub communities, vitality was on average -0.9; indicating that in 2000 these hubs were, on average, slightly below average in vitality (score of 0 = average). The hub community that was highest in overall vitality was Wallowa County (at 13.93) and the hub community that was the least vital overall was Coastal Douglas (at -16.64). For a complete listing of community vitality by hub community, see Appendix 4: 2000 Community Vitality by Hub Community.

By indexing the vitality of all the hubs and choosing hubs based on their relative vitality, they are automatically being situated in the larger context of their peers. Using this information when interpreting the case study findings will allow the reader to understand how the outcomes from these two extreme measures might capture the full range of possible outcomes experienced by all communities. Those communities that have lower vitality might be expected to experience outcomes more similar to outcomes observed in Coastal Douglas, with higher scoring counties possibly behaving more like Wallowa County. This interpretation is dependent on the extent to which community vitality is the primary factor that explains how community participants use the skills they have gained through the Leadership Program to change their communities.

Community vitality is a complex concept that includes ideas immeasurable with existing data. One of the components of a vital community is that residents have the capacity to work together productively to accomplish community goals. The level of capacity in different communities is difficult to ascertain from existing datasets, however. For this reason, in addition to constructing an index of community vitality with data from existing sources, the evaluation team gathered information about the levels of capacity in a sub-set of hub communities. In the summer of 2010, Rural Development Initiatives, Inc. (RDI), Human Systems, The Nonprofit Association of Oregon (formerly TACS), and the Institute staff members who had been involved with any one of these hub communities were asked to complete a survey that asked about the level of capacity they perceived in the hub when they began working there. There were seven survey items used to gauge capacity (See Appendix 5: Community Capacity Assessment Survey to see those items).

Selection of Communities

In order to select the two case study communities, first all 86 past, current, and future hubs were assigned vitality index scores, economic base values, population size values, and distances from the nearest urban area of at least 50,000 people. The database of eligible hubs was then limited to those that were in Oregon and had had a cohort 3 at least one year prior to fall 2010. These two criteria narrowed the pool of hubs eligible for case selection from 86 to 22. Then

hubs were assigned membership into regions of the state and communities were paired if they were in different regions, had dramatically different vitality index scores, had similar top industries, and were members of the same quartiles in terms of population size and distance to an urban area. That process narrowed the list of eligible hubs to the following seven:

1. Banks
2. Coastal Douglas (Reedsport)
3. Coquille Valley
4. Milton-Freewater
5. Philomath
6. Sutherlin
7. Wallowa County

The community capacity assessment survey then went out to contractors and the Ford Institute for Community Building staff members to rate the capacity of these hubs. After receiving those data (reported in Appendix 6: Community Capacity Assessment Survey Results), and receiving information from the Institute that Coquille Valley's third cohort was all-youth, Wallowa County and Coastal Douglas were selected as the best pair for case study. They represent the highest and lowest vitality hubs, the near highest and lowest rated community capacity hubs, are in different regions of the state, but share similar population size (around 7,000 people), distance to an urban area (about 61 miles), and economic base (government, retail trade, natural resource-based production and processing).

After selecting Coastal Douglas and Wallowa County for the case studies, it came to the evaluation team's attention that there had been a Cohort 4 of the Leadership Development training in Coastal Douglas. Wallowa County had not had a Cohort 4, so there was some concern that the two hubs would be inappropriate for comparative analysis, due to their differential progression through the Leadership Program. Based on information from the Institute and RDI it was determined that this risk was not great, however. The fourth cohort in Coastal Douglas was not yet complete at the time of the case study interviews, and it seemed unlikely that they would have had an impact yet on the community. No fourth cohort members in Coastal Douglas were interviewed as Leadership Program participants for the case study.

Field Methods

Participant Selection

In order to investigate community change and the impact of the Leadership Program on community vitality, semi-structured interviews with 40 to 50 residents in each community were conducted. The research study sought to equally represent individuals with five different areas of expertise within the community. Using an individual's paid or volunteer positions as signifiers of their area of expertise within the community, participants were divided into five areas:

1. Administrators of public services and any private counterparts (schools, hospitals, parks, utilities and housing)
2. Businesses
3. Local government elected or unelected positions which handle economic and community development decisions (mayor, city planner, city councilors, chamber of commerce officials)
4. Social organizations in the community (fraternal orders, religious institutions, cultural association, social aid providers, and others)
5. Unaffiliated leaders – informal groups or individuals who are engaged in other activities which contribute to community development

Internet searches and telephone books were used to first identify community institutions that fell within each of the five areas of expertise and then to identify leaders of each institution. The case study also asked interviewees for recommendations of other important community institutions or individuals that they thought might contribute to the study. When multiple individuals recommended the same community member, or if a recommended individual fit into an underrepresented area of expertise, these individuals were invited to participate in the study.

In addition to using five areas of expertise as participant selection criteria, participation in the Ford Institute Leadership Program was used. The study sought to interview equal numbers of past Leadership Program participants and other community members (roughly 25 Leadership Program participants and 25 other community members in each community). In order to select Leadership Program participants, lists of past participants in the Coastal Douglas and Wallowa

County hubs were obtained from the Institute. These lists of the 95 past participants in Coastal Douglas and 74 past participants in Wallowa County were randomized to facilitate the selection of a sample to be contacted for the study.

Participant Recruitment

Potential case study participants (Leadership Program past participants and other community members) were contacted up to five times to participate: twice via email and up to three times by phone. After the initial round of Leadership Program past participants had been contacted multiple ways, additional randomly selected past participants were contacted. As the sample size began to reach 50 percent of the goal, the selection process was adapted slightly. Instead of continuing with the simple random sampling process, a stratified sampling approach was used to contact a diversity of participants based on their exposure to the Leadership Program. This approach helps ensure that the interviewees offer a more comprehensive view of the program. As the Leadership Development class is a cornerstone of the program, an emphasis was made to interview more LD participants than those who had only attended Effective Organizations or Community Collaborations trainings. The team also sought to represent all cohorts equally within the evaluation. Due to the compressed nature of the case study interview window (16 days in Douglas County and 14 days in Wallowa County), some of the stratification efforts had to be sacrificed. In addition, no interview requests were denied.

Interviews were scheduled in the first community, Coastal Douglas, from September 16 through September 30, 2010. Interviews in the second community, Wallowa County, occurred between October 12 and October 26, 2010.

Case Study Participants

At the conclusion of fieldwork in the case study communities, 50 individuals had been interviewed in the Coastal Douglas hub and 40 had been interviewed in Wallowa County. In this section, an overall description of the sample is provided to clarify who these individuals were and how the selection criteria were met.

As Table 7 displays, a total of 25 and 24 past participants in the Leadership Program were interviewed for the case studies in Coastal Douglas and Wallowa County respectively. The goal was for Leadership Program participants to represent roughly 50% of the case study interviews; the final sample approximated that goal with 50% in Coastal Douglas and 60% in Wallowa County being Leadership Program participants.

Table 7: Case Study Interviewee Participation in the Leadership Program

Interviewee Participation in the Leadership Program		
	Coastal Douglas	Wallowa County
Total Number of Leadership Program participants interviewed	25	24
Leadership Development Cohort 1	7	5
Leadership Development Cohort 2	6	5
Leadership Development Cohort 3	6	9
Effective Organizations training participant	7	8
(Only participated in Effective Organizations training)	4	4
Community Collaborations participant	9	6
(Only participated in Community Collaborations)	1	0
Community Trainer*	9	6
Conference of Communities participant	1	4
Regional Conference participant*	10	4
Regards to Rural participant*	9	6
Total # of times interviewees participated in the Ford Institute Leadership Program	69	57
Average # of times interviewees participated in the Ford Institute Leadership Program	2.8	2.4
**May include the same individual participating more than once.*		

Also apparent from Table 7 is that a majority of interviewees participated in the Leadership Development class. In Coastal Douglas, interviewees were nearly equally represented across three leadership cohorts.[1] In Wallowa County, nearly half of the interviewed LD participants were in the third and final cohort. With respect to the representation of Effective Organizations and Community Collaborations training participants, between a quarter and a third of the Coastal Douglas and Wallowa County interviewees had taken part in those Leadership Program

[1] As noted earlier, the community was in the process of a fourth LD training, and the interview process excluded these individuals from the randomized sampling procedure.

offerings; a few interviewees in each took part only in those components of the Leadership Program. Community Trainers were also represented in the case study sample. One-fifth of interviewees in Coastal Douglas and one-sixth of Wallowa County interviewees were Community Trainers. Conference participants were also represented at slightly different rates in each of the two samples. A greater proportion of Coastal Douglas interviewees reported having participated in Regards to Rural or Regional Conferences, than interviewees in Wallowa County. The converse was true of Conference of Communities participants. Four out of the 24 Leadership Program participants interviewed in Wallowa County had taken part in that conference, while only one of the 25 interviewed in Coastal Douglas had. These data illustrate that, by and large, a diversity of Leadership Program participants were interviewed in the case studies, though for some aspects of the program interviewees were scant (e.g. Conference of Communities participants in Coastal Douglas).

The Leadership Program offers many different opportunities for individuals to engage with various trainings, and the interviewed subjects in Coastal Douglas case participated in more aspects of the Leadership Program than the individuals interviewed in Wallowa County (see Table 7). Though the opportunities for engagement with the program in the two communities were equal, Coastal Douglas interviewees engaged, as a group, 69 times with the Leadership Program, while Wallowa County interviewees engaged 57 different times with the program. On average, Coastal Douglas interviewees participated in 2.8 components of the Leadership Program while Wallowa County interviewees reported participating in 2.4 components of the Leadership Program, on average.

Part of the discrepancy in program engagement between the interviewees in the two communities is likely due to the larger representation of LD third cohort participants in the Wallowa County sample. These third cohort members could have participated in Effective Organizations or Community Collaborations, but would not have had the ability to be a Community Trainer. Furthermore, these individuals would have had fewer opportunities to attend conferences, compared to fellow community members who were in cohorts 1 and 2. In

addition to the higher representation of cohort 3 participants in the Wallowa County sample, there also seem to be subtle differences in the ways in which individuals engaged with the Leadership Program between the two communities. Wallowa County overall had fewer total Leadership Program participants (74, compared to 95 in Coastal Douglas). The interviews revealed that few Cohort 1 and 2 participants volunteered to be Community Trainers; two individuals were interviewed who served as Community Trainers without participating in a leadership cohort first. This and the lower overall average participation suggest a decreased level of engagement with the program among interviewees in Wallowa County, compared to Coastal Douglas.

In addition to Leadership Program participants other members of the community were interviewed for the case studies. In Wallowa County, 16 case study interviews were conducted with members of the community who had not participated in the Leadership Program. In the Coastal Douglas hub, 25 interviews with community leaders unaffiliated with the Leadership Program were conducted.

Overall, interviewees represented a diverse array of expertise in the community. Table 8 summarizes the number of interviewees who represented the five different areas of expertise targeted in the case study, regardless of their participation in the Ford Institute Leadership Program.

Table 8

Primary Affiliation of Interviewees within their Community		
	Coastal Douglas	**Wallowa County**
Local Government	11	8
Business	8	6
Social Organizations	9	11
Public Service and Private Counterparts	13	8
Unaffiliated Leaders	9	7
Total	50	40

According to the data in Table 8, fairly even numbers of interviewees in Coastal Douglas represented the five areas of expertise, though individuals in public services and private providers of similar services (like schools, hospital, and utilities) were represented slightly more than others. In Wallowa County, individuals involved with social organizations such as fraternal orders, cultural associations, and religious institutions made up a little over a quarter of the sample. All other areas of expertise had fewer representatives. Overall, however, these data indicate that the sample of case study interviewees was diverse with respect to their expertise in the community.

The study did not collect demographic information on participants. However, the information provided by the Institute had age information for some interviewed participants. In the Coastal Douglas community, ages were available for 19 of 25 participants. At the time they participated in the program and they ranged in age from 14 to 74 years old. In the Wallowa County community, ages were available for 10 of 24 participants. At the time they participated in the Leadership Program and they ranged in age from 16 to 58 years old.

Leadership Program Experiences in the Two Case Study Communities

The Leadership Program has evolved in response to participant and trainer feedback over time. These differences could have subtle effects on how the training was presented to the two case study communities and what impacts the training has had in both communities. RDI employs a staff of professional trainers who offer the Leadership Development curriculum in the hub communities. One paid professional is the lead trainer for each LD class. The two communities had a total of five different trainers; one trainer worked in both communities. For cohorts two and three, the professional trainer is supported by Community Trainers, individuals living in the community who have, in most cases, taken the LD class. The two communities had different individuals fulfilling the role of Community Trainers.

The training curriculum has also been repeatedly revised. The two hub communities went through the different phases at similar times, but Coastal Douglas was one year ahead of Wallowa County. Wallowa County participants benefited from revised materials more than

Coastal Douglas. The Community Collaborations component of the program takes on a different form in each community and may produce different impacts. The Coastal Douglas hub took on two community projects through the Community Collaborations portion of the training while Wallowa County built networks among women through a series of dinners.

The Ford Institute for Community Building has also changed other portions of the program, chiefly the level of funding given to LD cohorts to complete the required community project. Each cohort project receives funding from the Institute and cohort members are required to raise a matching amount of funds. The first cohort in each community and other communities who started the Leadership Program at the same time received $10,000 from the Institute. This amount was later reduced to $5,000 to assist communities in finding manageable projects that can be completed in a reasonable amount of time. Both hub communities were able to implement three cohort projects and the participants of each LD cohort were allowed to select which projects to implement given other common guidelines from the Institute (See Table 9).

Table 9

Description of Cohort Projects in Case Study Communities			
Cohort number	**Coastal Douglas Cohort**	**Wallowa County Cohort**	**Approximate Project Size**
1	Pacific Auditorium Renovation	Artist of the Month	$20,000
2	Henderson Park Revitalization	Fairgrounds Project	$10,000
3	Playin' It Safe	Bike Racks	$10,000
Source: Community Case Study Interviews, 2010			

In the Coastal Douglas hub, all three cohort projects were done in the city of Reedsport. The first cohort's project included restoring the Pacific Auditorium attached to the Reedsport High School. The second cohort's project revitalized Henderson Park, which contains a small playground and a food distribution shelter. The park is located in the vicinity of many of the community's apartments and low-income housing. The third cohort's project, Playing' It Safe, refurbished Barron Park, a park which contains various sports fields. This project also installed waste stations providing bags and trashcans for pet owners who like to walk their dogs through the park.

In Wallowa County, the projects were done in multiple communities. The first cohort's Artist of the Month project provided art education classes to the county's high school students by having various local artists teach their craft in three separate schools. The second cohort's Fairgrounds Project built new signs at the county fairgrounds located in Enterprise including a community reader board and a new entrance sign. The third cohort installed bike racks in Joseph, a community which frequently hosts tourists and some cycling specific activities. This cohort had surplus funding left at the end of their project and made donations to other local organizations in the county with that surplus. One of the organizations that received a donation from the third cohort was working to create county maps of bike and hiking trails.

The Leadership Program also attracts a different number of individuals in each community. The program promotes a diverse recruitment strategy encouraging people of all ages to apply. In Coastal Douglas, 77 participants (25 males and 52 females) participated in the three Leadership Development classes. Seventeen of these participants were youth. Counting additional community members who participated in Community Collaborations and Effective Organizations a total of 95 individuals in the hub community took part in the Leadership Program. In Wallowa County, 66 participants (24 males and 42 females, of which 8 were youth) participated in the Leadership Development classes. Counting community members who participated in Community Collaborations and Effective Organizations, yields a total of 74 individuals in Wallowa County who participated in the Leadership Program.

Interviews

Interviews followed a semi-structured format, with questions developed collaboratively by the OSU evaluation team (see Appendix 7). This interview process did not proceed like a survey designed to obtain qualitative statements from all participants for every question; such an interview would have felt artificial and would have been hard to obtain with particularly verbose respondents. Instead, participants were asked to first identify the ways they had been engaged with community organizations and projects. This served to focus the interview on each individual's unique contribution to the community, their opinion of the community, and

perceptions of community change within their area of interest. Asking people to respond to questions that they do not readily have an opinion or knowledge of can provide an insightful look into how community members who are not involved in making those changes perceive things. However, this case study was focused on learning how the community is changing and more specifically which individuals and organizations were collaborating to accomplish change. Therefore, limited information was collected about perceptions of community changes by people who were not involved in making those changes.

Interviews lasted a maximum of two hours and a minimum of 20 minutes. Interviewees were asked to suggest a community location that was convenient for them to access. Interviews took place in local coffee shops, restaurants, personal homes, and business offices.

All interviews were conducted by one member of the research team, Mallory Rahe. To enable the reader to better understand the interview dynamic, a brief description of the interviewer is provided. At the time of the interviews, Mallory Rahe was 26 years old. She is a white, middle-class woman who grew up on a diversified cattle and crop production farm in Illinois between two rural communities that collectively have fewer than 1,000 residents living "in town." She attended a rural school district and graduated in a class of 43. She describes herself as politically liberal but socially conservative. She conducted a previous interview-based qualitative case study in the Midwest in 2009. Aside from her past interview experience, Rahe did not differ markedly with respect to the background characteristics of the people she interviewed. At no point during the interview process did she feel that her race, gender, class, or background characteristics adversely affected the dynamic of the interviews.

All participants were: informed of the study's objectives, risks, and benefits; invited to participate; and then asked to sign a consent form as approved by the Institutional Review Board at Oregon State University. To encourage open conversations, participants were given the option to remain confidential throughout the study. Participants were also given a choice to be quoted directly or not. It was explained that their names would not be used anywhere in the

study (or in a quote), instead, their community title, occupation, age, or gender might be used to provide context to some statements. The full identity of participants is known only to the OSU research team and is not being shared with the study funder, the Ford Institute for Community Building, to encourage participants to offer full disclosure and honesty in their statements without risk of jeopardizing their communities' current or future involvement with The Ford Family Foundation. To increase the readability of case study findings, pseudonyms have been assigned to some participants, who are profiled in various examples.

Qualitative Data Analysis Methods

The OSU research team and a professional transcription service company transcribed interviews for data analysis. The OSU evaluation team read a set of interviews collectively and created a list of themes and subsequent codes based on the study's objectives. In developing these analysis themes and a coding system, an inductive process was used. This allowed the data to suggest themes instead of having a pre-existing set of themes derived from theories or prior data and research. The team also developed themes iteratively; refining classifications after multiple people had read a single transcript. This improves the reliability of the study, or the probability that a different group of people could reach the same conclusions with the same data as shown here (Miles and Huberman, 1994). Common sources of error in qualitative data analysis include projection, fatigue, boredom, sampling, and lack of familiarity with the collected information. These errors were considered early on and often during the analysis process in an attempt to reduce possible bias.

In this report, only the transcripts of former Leadership Program participants were analyzed for a subset of research questions namely:

- How are past participants using networks developed in the Leadership Program?
- How have past participants changed their behavior in ways which produce organizational change?
- How have past participants influenced their communities as a result of their participation in the Leadership Program?

The data presented in this report represent only half of all case study participants, those who have taken part in some component of the Leadership Program. This decision was made due to time constraints and the major focus of this report, which is to describe the use of networks by Leadership Program participants and the changes participants make in organizations and through projects in their communities.

The OSU team defined the codes and created a list of criteria to determine when examples illustrated participants using a network, creating a community impact, working through an organization, or changing an organization and what qualified as a transformative change in an individual above and beyond the intended outcomes of the program. These definitions and criteria will be explained in later sections. The results presented in Sections 3 and 4 contain primarily descriptive information that presents the ways that individuals are networking, changing their communities, and affecting organizations.

Section 5, which addresses how the Leadership Program affects community vitality, required a more complex analysis method that could move beyond classifications and tabulations into interpretation. This study used data triangulation to arrive at central themes of economic, social, and environmental change in the community and how the Leadership Program is or is not addressing community issues. In triangulation, the researcher is looking to find multiple statements from different interviewees that support the same conclusion before reporting that conclusion as a finding (Yin, 2003). In case study research there is risk of a confirmation bias, ending a line of inquiry too quickly or disregarding contradictory information (Miles and Huberman, 1994). While all Leadership Program participant statements were analyzed, by forgoing the analysis of non-Leadership Program participants there is a higher risk of this bias in the conclusions found in Section 5.

Community Backgrounds

Brief descriptions of the two communities are offered to provide some general context to the reported findings. This report presents a cross-case analysis, seeking to use the experience of two communities to provide examples of how the Leadership Program affects communities.

The bounds of this report do not provide a within-case analysis and does not strive to explain differences in the outcomes experienced by the two communities. Table 10 provides some general descriptors of the two communities, and how their population, unemployment rates, age, and income have changed from 2000 (U.S. Census data) to 2005-2009 (American Community Survey Data). The American Community Survey replaced the U.S. census long form and samples the entire United States continuously. However, in small rural locations, the numbers of surveys distributed are so small that it takes multiple years for enough information to be collected to provide a statistically acceptable estimate. Five years of data were required to provide accurate estimates for the six represented areas of the Wallowa County and Coastal Douglas hub communities. The Leadership Program began in 2005 in Coastal Douglas and 2006 in Wallowa County. Table 10 shows how these two communities have changed during the most recent time interval of available community data. Table 10 does not suggest that any of the community changes listed in the grayed lines below are a result of the Leadership Program.

Table 10: Selected Characteristics of Case Study Hub Communities

	Coastal Douglas			Wallowa County			
Characteristics	**Winchester Bay**	**Gardiner**	**Reedsport**	**Joseph**	**Wallowa**	**Enterprise**	**Oregon**
Population '00	488	2,371	4,378	1,054	869	1,895	3,421,400
00-09 % change	–56%	13%	–4%	–13%	–4%	13%	9%
Unemployment Rate '00	16%	8%	10%	10%	19%	11%	6%
00-09 % change	6%	56%	3%	-18%	21%	56%	21%
Median Age '00	50	49	47	43	41	44	36
00-09 % change	6%	-2%	4%	24%	-15%	1%	4%
Median household income '00	$ 30,139	$ 23,083	$ 26,054	$ 31,341	$ 28,603	$ 31,429	$ 40,916
00-09 % change	40%	26%	21%	39%	65%	8%	20%

Source: Data comes from the 2000 U.S. Census and the American Community Survey. Numbers used to calculate a change from 2000 to 2009 represent a change from 2000 estimates to 2005-2009 estimates. Margins of error can be found online at the Rural Communities Explorer (http://oe.oregonexplorer.info/rural/CommunitiesReporter/)

Population numbers declined in five of the six places from 2000 estimates. According to the 2005-2009 estimate of population, there were 7,112 residents in the Coastal Douglas region. Regionally the population has remained stable since 2000 (American Community Survey, U.S.

Census Bureau). There were 6,889 residents in Wallowa County in 2009, a 4.7% decline from the 2000 estimates (U.S. Census Bureau).

The median age of these communities declined in Gardiner and the town of Wallowa but increased in the other four communities. All six communities have a higher median age than the state average of 36 years old. Median household incomes are also lower in all six communities. On average, residents living in Gardiner have a median income of $23,083, or just over half of the state median of $40,916.

Unemployment rates increased in all but one community. Statewide, Oregon's unemployment rates increased 21% from 2000 to 2009 reflecting some of the worst effects of the 2008 to 2010 recession. Two of the communities, Gardiner and Enterprise, have seen the number of people who are unemployed but seeking work increase 50% from 2000, using an average of unemployment rates from 2005 to 2009. At the same time Joseph's unemployment rates declined, although the availability of jobs may be obscured given the community's population loss.

Coastal Douglas

The Coastal Douglas hub community includes the incorporated areas of Reedsport and the unincorporated areas of Winchester Bay and Gardiner. The community includes a stretch of Hwy 101, Hwy 38, the mouth of the Umpqua River, Pacific Ocean beachfronts, and part of the Oregon National Dunes Recreation Area (see Figure 3).

Figure 3: A Topographical Map of the Case Study Locations in Coastal Douglas

Source: Coastal Douglas, Oregon [map]. 2011. Scale undetermined; generated using MapQuest.com, Inc. (April, 2011)

Adapting Economy and Population

Coastal Douglas occupies the most western portion of Douglas County located west of the Oregon Coast Range at the mouth of the Umpqua River. The county is located to the south of the Willamette Valley and the county seat sits on a stretch of the north to south Interstate 5. The county itself is 5,134 square miles large and has a population density of approximately 21 people per square mile. In 1990, the top three industries of employment were (1) manufacturing, (2) retail trade, and (3) education, health, and social services (U.S. Census Bureau, 1990). By 2000, county employment statistics revealed a changing economic base. The top three industries of employment in 2000 were (1) education, health, and social services, (2) manufacturing and (3) retail trade (U.S. Census Bureau, 2000). Between 1990 and 2000, the county experienced an upswing in tourism as the arts, recreation, entertainment, and accommodation industry increased its share of employment from 1% to 9%. This increase in

employment in the tourism industry is due largely to the combined appeal of the county's climate and amenities and the decline of natural resource manufacturing industries in the county.

Demographically, according to the 2000 U.S. Census, Douglas County was predominantly non-Latino white/Caucasian (91.9%). The median age was 41 years old, and approximately 48% of the population in 2000 reported having lived somewhere outside the county five years prior (thus are considered in-migrants). The main thoroughfare through the community is state highway 101. The county seat (Roseburg, OR) is approximately one hour and 30 minutes from the Coastal Douglas communities, the interstate (I-5) is 1 hour away, and Portland, OR is approximately 4 hours and 30 minutes away. For a comparison of indicators from 2000 to 2005-2009, see Table 10.

Reedsport

Reedsport is the administrative and business center of the region as the largest and only incorporated area with a mayor and city council. At the confluence of two rivers and two highways, Reedsport embraced an industrial manufacturing identity built around area sawmills. Community members describe the struggle to adapt in the absence of manufacturing jobs. Reedsport is not located directly on the ocean but still enjoys a mild coastal climate and boasts having more days of sun than many coastal communities in Oregon. Some in the community are advocating revitalization efforts to improve the town's appearance and attractiveness to outsiders. The Reedsport-Winchester Bay Chamber of Commerce hosts some events in Reedsport including the annual International Chainsaw Festival, Memorial Day Parade, and Confluence (a winter food and music event). As a result of the first event, many chainsaw carvings can be seen throughout town. The Dean Creek Elk Viewing Area is located eight miles east of Reedsport on Hwy 38.

Reedsport lies 75 miles from the county seat of Roseburg on a highway that sometimes become impassable during the winter. A disproportionate share of the county's low income housing was built within the Reedsport community. Some residents were relocated to the region when

other housing options were not available to them in the central valley of the county. There is on-going tension in the region driven by residents who feel that fewer county resources have been invested in promoting or developing local assets.

Winchester Bay

Winchester Bay is located to the west of Highway 101 and includes an operational marina, an RV resort, and access to the beach and dunes. It is a tourist destination and many restaurants along the marina are open seasonally primarily to serve tourists. As the now second largest community in the region, but with no functioning mayor or city administration, the community is at times both collaborative and competitive with Reedsport. The two communities have a shared chamber of commerce, but retain individual merchant associations. The Marina and attached RV resort is the economic hub of the community and owned by Douglas County but managed as a joint venture between Douglas County and the Port of Umpqua through the Salmon Harbor Management Committee. The community is home to the famous Dunes Fest (held each summer on the adjacent dunes), the Umpqua Lighthouse, and an annual Arts by the Bay festival.

Gardiner

The historic Gardiner community was once a popular port which offered inland transportation on the Umpqua River, the primary form of transportation that was replaced first by rail transportation and later Highway 101. The community sits to the east of Hwy 101 and reaches up the hillside facing the ocean. The heart of the community is a large piece of industrial land that was first a dairy and then a paper mill. The site was razed in 2006 and has been on the market since. The collective community has swelled with the hopes of various development proposals over the years.

Wallowa County

The Wallowa County hub community includes any interested individual from the entire county, although most participants come from the county's two largest communities, Enterprise (the county seat) and Joseph. Interviews were also conducted with participants living in the communities of Wallowa and Lostine (see Figure 4). Wallowa County is an inter-mountain

community nestled in the dramatic Wallowa Mountains, situated in the far northeast corner of Oregon, and bordered by the states of Washington and Idaho. Most traffic reaches the area from north to south, leaving Interstate 84 at La Grande, Oregon and traveling Highway 82 into the valley reaching the town of Wallowa first. The community of Joseph sits at the base of Wallowa Lake, shown in the bottom of Figure 4. A popular summertime recreation area, the lake also has an unincorporated area of homes, seasonal housing, and a combination of entertainment, retail stores, and restaurants. The region is also the homeland of the Chief Joseph tribe of the Nez Perce Indians (Josephy, 1965).

Figure 4: A Topographical Map of the Case Study Locations in the Wallowa County

Source: Wallowa County, Oregon [map]. 2011. Scale undetermined; generated using MapQuest.com, Inc. (April, 2011)

Adapting Economy and Population

Wallowa County is 3,153 square miles and has a population density of approximately two (2) people per square mile. In 1990, the top three industries of employment were (1) farming, forestry, and fishing, (2) manufacturing, followed by (3) education, health, and social services (U.S. Census Bureau, 1990). By 2000, the county employment statistics revealed a changing economic base. The top three industries of employment, in 2000, were (1) education, health, and social services, (2) farming, forestry, and fishing, and (3) retail trade (U.S. Census Bureau, 2000). Between 1990 and 2000, the county experienced an upswing in tourism as the arts, recreation, entertainment, and accommodation industry increased its share of employment from 2% to 7%. This increase in employment in the tourism industry is due largely to the combined appeal of the county's unique landscape and the decline of traditional, natural resource management and manufacturing industries in the county. Agriculture remains viable in the county which hosts both livestock (primarily cattle) and crop (primarily hay) production.

Demographically, according to the 2000 U.S. census, Wallowa County was predominantly non-Latino white/Caucasian (95.7%). The median age was 44 years old, and approximately 48% of the population in 2000 reported having lived somewhere outside the county five years prior (thus are considered in-migrants). According to the Wallowa County Community Fire Protection Plan, approximately three-fifths of the land in Wallowa County is publicly owned by federal, state, and local agencies. The main county thoroughfare is state highway 82, and the county seat (Enterprise, OR) is approximately one hour and 45 minutes from the interstate (I-84) and six hours from Portland, OR. By all measures, this county is rural and isolated. For a comparison of select indicators for the towns of Enterprise, Joseph, and Wallowa from 2000 to 2005-2009, see Table 10.

Enterprise

Enterprise is the county seat of Wallowa County and holds the county courthouse, hospital, Wallowa County Fairgrounds, and a majority of the county's businesses. The community's hospital, Wallowa Memorial Hospital, recently built a new and expanded facility, completed in March of 2007. Enterprise hosts the annual Hells Canyon Mule Days. East of Enterprise and

Wallowa are the Eagle Cap Mountains where the Eagle Cap Extreme Sled Dog Race, a qualifier for the Iditarod, is hosted annually.

Joseph

Joseph is the largest destination for tourists among the four communities in the valley. The town refurbished its Main Street with help from OR Department of Transportation and funds from the Economic Development Administration. The project placed all electrical and utility lines in the alleys, opening up the sweeping view of the Wallowa Mountains rimming Wallowa Lake. The project also incorporated raised flower beds and several bronze statues many depicting elements of the town's Western heritage. The first bronze foundry opened in Joseph in 1982, and now three foundries are operating within the county. The city is named after Chief Joseph of the Nez Perce tribe who lived in the area before being ordered to leave by the U.S. government. The community hosts Chief Joseph Days, a rodeo celebrating its 66th year in 2011. The community also welcomes tourists to several other summer festivals including Bronze, Blues, and Brews; Bronze Bike Motorcycle Rendezvous; quilt and car shows; and others.

Wallowa and Lostine

Wallowa and Lostine are two smaller communities in an area known as the Lower Valley, northwest of Enterprise and Joseph. Wallowa is trying to redevelop the site of a closed sawmill, and recently Community Solutions has started a post and pole operations in the community reintroducing a small number of timber jobs. Wallowa still retains its own school district and is near the site of the historic Maxville community. Lostine is the smallest of the four communities, and is located within easy commuting distance of both Wallowa and Enterprise.

RESULTS

To understand the impact of the Ford Institute Leadership Program on participants, a series of research questions were posed in 2010. The findings of this examination are discussed in the following sections, organized by question.

1. Does the Ford Institute Leadership Program develop effective community leaders?

In order for leaders to be effective, they must first gain the skills and then apply them in their lives and communities. As effective leadership development follows this sequential pattern, it has been important to structure the evaluation in such a way to reflect this time-order. At the end of the Fall 2008 Leadership Development (LD) class, participants completed an outcome survey assessing their competence (as a result of the training) and intent to apply the skills. The 12-month follow-up survey was then implemented one year later to see if and how the skills were indeed applied. For participants who had completed the Leadership Development class in previous years, a population survey was implemented in the winter of 2010 to assess the longer-term impacts of the program. Data from the 12-month follow-up and population survey were combined to create a rich dataset of 1,124 participants who completed the Leadership Development class between 2003 and 2008. For the remainder of this report, these surveys will be referred to as the past participant surveys.

Do participants feel more competent as leaders?

In the 2008 Evaluation Report, Fall 2008 participants were found to be more competent in leadership skills directly after the training. Participants indicated that the training helped increase their knowledge, skills, and motivation. In particular, they reported more confidence to lead and more willingness to work in their communities toward positive change. Participants reported they used these skills to work more effectively on their class projects and in their community organizations, in their workplaces, and with their families. In addition, participants who reported the least amount of competence and leadership behavior at the beginning of the training showed the most improvement. Overall, participants reported significantly higher levels of competence in leadership skills and significantly higher likelihoods of engaging in

leadership behavior as a result of the training. To build on these findings, further analysis of the initial outcomes of 2009 and 2010 leadership participants will be conducted in 2011.

How do participants apply what they learned during the Leadership Program?

The application of leadership skills was gauged through responses to the past participant surveys conducted early in 2010 (n = 1,124). Participants were asked to report their application of leadership, community building, and project management skills during the first year after the training. Participants completing LD between 2003 and spring of 2008 were also asked additional questions about their community cohesion, community capacity, and feelings towards their community.

Demographic characteristics of this sample are similar to those reported in previous reports. Table 11 summarizes the demographic and background characteristics of this sample. See Appendix 8 for additional demographic and class characteristics.

Table 11

Mean, Standard Deviation, and Percentages of Demographic and Background Characteristics			
	N	Mean	SD[3]
Age of Participant (as of January 2010)	1,074	49 years	15.34
Years of education complete	1,076	15.09	2.69
Income[1]	1,034	$67,606	$37,028
Number of oranizations[2]	1,124	2.38	1.68
Average hours per month work with organizations	1,124	33.83	48.68
Gender	1,082	66% Female	34% Male
Race/ethnicity	1,065	90% White	10% Other
Employed for pay	998	74% Yes	26% No
College degree (Associate's or higher)	1,081	61% Yes	39% No
Elected official	924	34% Yes	66% No
Previous leadership experience	1,080	50% Yes	50% No

[1]Mean of midpoint of income categories, [2]Number of organizations was limited to a maximum of five.
[3] Standard deviation is a measure of the dispersion of a set of data from its mean. The more spread apart the data, the higher the deviation. Standard deviation is calculated as the square root of variance.

Frequency of Application

On the past participant surveys, respondents were asked to report how often they engaged in a variety of leadership skills and behaviors in the past year. Items on the survey were grouped into three main areas: leadership skills, community building activities, and project management tasks.

Leadership Skills

On the past participant surveys, training participants were asked how often they had applied 11 specific leadership skills in the past year. For each item, respondents scored their application of leadership skills on a scale of one to six, where one was "never," two was "1-3 times," three was "4-6 times," four was "once a month," five was "weekly," and six was "daily." Leadership skills were divided into three sections reflecting the ability of participants to: communicate effectively, work with others, and network. Table 12 lists the means and standard deviations for the frequency of skills application. The higher the mean, the more frequently, on average, participants have been doing the activity.

Table 12

Application of Leadership Skills: Means and Standard Deviations			
	N	**Mean**	**SD**
Communicate Effectively	1,103	4.44	0.88
Used active listening skills to understand another person's ideas	1,119	5.29	0.97
Given constructive feedback to another person	1,117	4.52	1.22
Used "appreciative inquiry" to emphasize the positive aspects of a situation	1,111	4.39	1.32
Given a speech or presentation to a group of people	1,119	3.56	1.30
Work with Others	1,101	4.04	1.02
Worked effectively with different personality types	1,116	5.28	0.97
Facilitated group discussions	1,120	3.90	1.35
Worked to build consensus within a group	1,115	3.89	1.24
Used effective meeting techniques to guide a meeting	1,116	3.64	1.35
Used conflict resolution processes	1,116	3.43	1.48

Continued on next page

Application of Leadership Skills: Means and Standard Deviations (continued)			
	N	Mean	SD
Network	1,105	3.63	1.24
Networked with others to address a community issue or problem	1,114	3.71	1.34
Networked with others to advance personally or professionally	1,108	3.55	1.49
Leadership Skills Overall	**1,071**	**4.13**	**0.87**
Scale ranged from 1 to 6, where 1 was "never," 2 was "1-3 times," 3 was "4-6 times," 4 was "once a month," 5 was "weekly," and 6 was "daily."			

Overall, participants reported that they had applied leadership skills at least once a month over the past year (mean = 4.13). There were significant differences in the frequency of application depending on the type of skill, however. Skills related to communicating effectively were applied the most often, with an overall average of at least once a month. Among these effective communication skills, active listening was the most frequently applied, with participants reporting they used it weekly. Giving a speech or public presentation was the least frequently applied, on average, in this group of leadership skills.

Following communication skills, skills for working with others were applied by participants once a month (mean = 4.04). Working effectively with different personally types was done significantly more often than the other skills, with the majority of participants reporting that they applied those skills weekly or daily (84%). Skills applied the least often in this skill set included effective meeting techniques and conflict resolution processes. These were only applied an average of four to six times during the past year by leadership class participants.

Finally, participants reported networking with others the least often of these leadership skill sets; on average, four to six times during the past year (mean = 3.63). Participants reported that they networked to address community issues or problems more frequently than they networked for personal or professional gain. Although applied the least often on average than

other leadership skills, one-third of participants reported networking weekly or daily. For a complete table of the distribution of responses for each leadership skill item, see Appendix 9.

Change in Activity

Results of the past participant surveys indicate that participants are frequently using the skills they learned from the training. Yet, does their activity level reflect changes made as a result of participation in the leadership class? In order to answer this question, participants were asked if they had done these leadership activities over the past year more often, less often, or about the same compared to before participating in the leadership class. Overall, the majority of participants (65%) reported that they had applied these leadership skills more often since the class. Thirty-two percent reported that their application of these skills did not change as a result of the class and only 3% of participants reported that they used the skills less frequently than before participating in the class.

While the majority of participants reported increased use of leadership skills as a result of the training, further analysis explored the extent of change for participants who applied the skills very frequently. A cut-off of one standard deviation above the mean was used to indicate high activity individuals. This was equivalent to applying the skills once a month or more. Of those who were highly active, 69% used the skills more often than before the training, 30% used the skills at the same level as before the training, and 3% used the skills less often than before the training. Therefore, for the majority of individuals who were using their leadership skills a lot after the class, this high outcome was being attributed to participation in the class.

Settings of Skill Application

In addition to the frequency of skill application, the past participant surveys also asked participants about settings in which leadership skills were applied. Specifically, the survey asked whether or not the participant had applied leadership skills with family and friends, at work, in school, in community organizations (e.g., nonprofits, membership groups, institutions, local government), or in community or volunteer efforts. Table 13 outlines the percentages of participants that reported applying the skills in each setting.

Table 13

Settings of Leadership Skill Application				
	N	Yes	No	Not Applicable
With family or friends	1,115	89%	8%	3%
At work	1,115	81%	4%	15%
In school	1,105	26%	7%	67%
In community organizations (e.g., nonprofits, membership groups, institutions, local government)	1,113	91%	4%	5%
In community or volunteer efforts	1,101	92%	4%	4%

As Table 13 illustrates, participants reported applying leadership skills in a variety of settings over the past year. The highest proportion of respondents said they used their leadership skills in the community (in organizations and for community or volunteer efforts), followed by family or friends, and at work. Of those participants attending school (n = 369), 79% applied leadership skills in their school settings. Additionally, participants also noted applying the leadership skills in faith-based or church settings in the "other settings" category of the survey question.

Most participants applied leadership skills in multiple settings. While not all settings applied to each participant, the overwhelming majority of participants (92%) reported applying the skills in three or more settings. Less than 1% reported applying skills in no setting, with 7% reporting that they applied skills in one or two settings.

From the comments provided by participants on the survey, of the skills applied in work settings, understanding personality differences, running effective meetings, and conflict resolution were specifically noted as helpful. A few students reported that they found the skills for working with others, such as facilitating group discussions, and skills around fundraising helpful in their school environment.

Community organizations, such as nonprofits, membership groups, institutions, and local government, were also locations in which the majority of Leadership Program participants

applied their leadership skills in the last year (91%). Based on comments provided by participants on the survey, skills related to consensus building, facilitating group discussions, conflict resolution, public speaking, active listening, and working with different personality types were especially helpful to their work with community organizations. In addition to applying specific skills, participants also reported that they took on larger leadership roles or more responsibility in their organizations as a result of the training.

As Table 13 shows, 92% of participants reported applying leadership skills in their work on community or volunteer efforts. Respondent comments indicated that having more leadership skills as a result of the class encouraged them to be more involved in community efforts and volunteer more in their community. In particular, participants noted that understanding how to work with different personalities and networking with others has been helpful for their work on community projects.

Leadership Skills Summary

As the previous discussion of findings reveals, participants on average applied leadership skills frequently in the past year. Most participants applied these skills more often in the last year than they did before the class. Indeed, among those who used their skills a lot in the previous year, the majority felt that they increased their activity as a result of the leadership class. The data also indicate that leadership skills are applied in many settings, the most popular being in the community.

Community Building Activities

In addition to leadership skills, the past participant surveys asked participants how often they did various activities related to community building in the last year. For each item, respondents scored their application of community building skills on a scale of one to four, where one was "never," two was "rarely," three was "occasionally," and four was "frequently." Table 14 outlines the types of activities related to community building asked on the survey as well as the means, standard deviations, and percentages of participants who reported doing these activities in various amounts.

Table 14

Participation in Community Building Activities: Means, Standard Deviations, and Percentages						
	N	Mean	SD		Never to Rarely	Occasionally /Frequently
Educated yourself about social, economic, or environmental issues in your community	1,115	3.39	0.72		10%	90%
Encouraged others to participate in community issues and/or projects	1,113	3.29	0.78		14%	86%
Worked to improve the social, economic, and/or environmental conditions of your community	1,116	3.23	0.86		18%	82%
Helped build public awareness of a community issue or problem	1,116	3.11	0.88		21%	79%
Helped investigate possible solutions to a community issue or problem	1,114	3.07	0.87		22%	78%
Identified assets in your community	1,115	2.96	0.84		24%	76%
Sought information about how community decisions would impact the local social, economic, and/or environmental conditions	1,115	2.90	0.91		31%	69%
Helped define goals or a vision for your community	1,116	2.84	0.94		33%	67%
Sought opportunities to learn more about community leadership	1,112	2.74	0.93		37%	63%
Community Building Activities Overall	**1,103**	**3.06**	**0.68**		--	--
Scale ranged from 1 to 4, where 1 was "never," 2 was "rarely," 3 was "occasionally," and 4 was "frequently."						

As Table 14 shows, on average, participants reported that they had participated in community building activities occasionally over the past year (mean = 3.06). Among these community building activities, participants reported that they educated themselves about the issues in their community and encouraged others to participate in community issues the most often. Identifying assets, seeking out information about the impact of community decisions, defining a goal or vision for the community, and seeking out opportunities to learn more about community leadership were the least frequently done in the last year. The relatively low frequency of these activities being done by participants may be due to the infrequency with which opportunities to do these activities arise. While there were significant differences in the frequency with which respondents participated in these activities, on the whole, most participants (63-76%) did each activity occasionally or frequently over the past year. For a

complete table of the percentage of responses in each frequency category for each community building activity, see Appendix 10.

Change in Activity

As the data discussed above illustrate, participants have been engaging occasionally in community building activities since the leadership class ended. In order to gauge whether this activity level in the last year is representative of participants' level of activity before the class, participants were asked if they had done these community building activities over the past year more often, less often, or about the same compared to before they participated in the Ford leadership class. Overall, the majority of participants (59%) reported that they had done these community building activities more often since the class. Thirty-six percent reported that their community building activity level did not change as a result or the program and only 5% of participants reported that they participated in these activities less frequently than they did before the class. At the conclusion of this survey section, a few participants noted their reasons for doing the tasks less frequently, such as medical issues, increased work commitments over the past year, and strain from the recession making less time for involvement in the community. A few participants also noted that they moved to a new community since the leadership class and have not gotten involved in their current community yet.

While the majority of participants reported an increase in the number of times they did community building activities since the training, further analysis explored the extent of change for individuals who did the activities very frequently. A cut-off of one standard deviation above the mean was used to identify highly active individuals (individuals who have done activities frequently in the last year). Of those who were highly active, 71% did community building activities more often in the last year than they did before the training, and 27% reported they were just as highly active before the training. Only 2% of participants who rated themselves as frequently engaging in community building activities in the last year stated that this level was less often than before the training. Therefore, for the majority of individuals who were doing a lot of community building activities after the class, this high outcome was being attributed to participation in the class.

Community Building Summary

This examination of data from the past participants surveys reveals that, with respect to community building activities, leadership class participants have only occasionally taken on these types of endeavors in the past year. Of those who have engaged in these activities very frequently, it is encouraging to note that the majority report doing so because of their participation in the class.

The lower average level of activity observed among leadership class participants for community building activities, as opposed to leadership skill application, is possibly due to limited opportunity to do the activities. Many of these community building activities do not present themselves often; therefore it may not be possible for the majority of participants to do them frequently. Opportunities to apply leadership skills related to effective communication, working well with others, and networking are much more likely to present themselves and can be used in multiple settings.

Project Management Skills

On the past participant surveys, participants were asked how often they had done various project management tasks in community efforts or projects in the last year. Community efforts or projects were explained as including: organizing a community event, fundraising for community organizations, working with a community nonprofit, serving on a nonprofit board, participating in a community improvement effort, or building a community facility. Project management tasks were rated on the same scale as community building skills, where one was "never" and four was "frequently." Table 15 lists the project management tasks as well as the means and standard deviations for how often participants reported doing these activities.

Table 15

Participation in Project Management Tasks: Means, Standard Deviations, and Percentages						
	N	Mean	SD		Never to Rarely	Occasionally /Frequently
Helped to publicize or promote some community effort or project	1,110	3.06	0.94		23%	77%
Helped set goals for a community effort or project	1,108	3.03	0.91		24%	76%
Helped develop tasks, timelines, and assignments for a community effort or project	1,107	2.96	0.95		27%	73%
Helped involve stakeholders in a community project or effort	1,106	2.76	1.01		34%	66%
Helped to recruit and retain volunteers	1,105	2.76	0.98		37%	63%
Helped seek outside support for a community effort or project	1,103	2.76	0.98		35%	65%
Helped plan a community fundraising effort	1,108	2.74	1.00		37%	63%
Participated in developing the budget for a community effort or project	1,108	2.63	1.04		42%	58%
Project Management Tasks Overall	**1,090**	**2.84**	**0.82**		--	--
Scale ranged from 1 to 4, where 1 was "never," 2 was "rarely," 3 was "occasionally," and 4 was "frequently."						

As Table 15 illustrates, in general, participants reported that they did these project management tasks rarely to occasionally over the past year (mean = 2.84). Of all project management tasks listed, participants reported that they most often helped to promote a community effort or project. This was followed by setting goals and developing tasks, timelines, and assignments for community projects. Over three-quarters of participants did these activities occasionally or frequently over the past year. Participants reported engaging in the other project management tasks significantly less. Participants reported that they involved stakeholders; recruited and retained volunteers; sought outside support; planned fundraising events, with about the same frequency during the past year, namely, rarely to occasionally. Developing budgets for community efforts or projects was the least applied community building skill. Between 58% and 66% of participants reported doing these other project management activities occasionally or frequently in the last year. For a complete table of the percentage of responses in each frequency category for each project management item, see Appendix 11.

Overall, participants reported applying project management tasks less often than leadership skills and community building activities. It is possible that the lower frequency with which participants engaged in project management activities in the last year is due to the limited number of opportunities available to do these specific tasks. Project management tasks are often applied in a limited setting, such as on specific community efforts or projects or within an organization. Also, the opportunity to do some of the project management tasks is dependent on the participant holding a certain role in the effort or project. Keeping this in mind, it would be expected that participants would participate in these tasks less often than other community building or other leadership skills that can be applied in a wider context of community settings.

Change in Activity

Results of the past participant surveys indicate that participants are engaging in project management tasks on an occasional basis. In order to explore whether this level of activity is representative of participants' levels of activity before the leadership class, participants were asked whether the number of times they have done project management tasks over the past year was more often, less often, or about the same compared to before they participated in the leadership class. Overall, approximately half of participants (54%) reported that they had done these project management tasks more often since they participated in LD. Forty-one percent reported that their project management activity level did not change as a result of the program and 5% of participants reported that they participated in these activities less frequently than before the class. As above, participants also reported reasons to justify why they did these activities less often than before the class, such as personal demands, workloads, or medical reasons. It is important to note that some participants appear to have a sense of responsibility to be using these skills and feel the need to explain why they have not used the skills more. This could be the result of social desirability and feeling the need to provide feedback that is in line with the desired results of the program. This form of respondent bias has not yet been tested empirically, but the possibility should be remembered as a context for interpreting these results.

Further analysis also explored the extent of change for individuals who did project management tasks very frequently. A cut-off of one standard deviation above the mean was used to indicate high activity levels, which is equivalent to participating in the activities occasionally to frequently. Of those participants who were highly active in the last year, 67% reported that this was more often than they had done before the training and 32% reported that this was the same frequency with which they did the activities before the training. Only 1% of participants who rated themselves as participating in project management tasks with high frequency in the year after the class stated that this level was less often than before the class. Therefore, of those who were above average in their project management skill application over the last year, the majority indicated that they were this active as a result of participation in the class.

Project Management Summary

In the previous year, participants on average are only doing project management activities rarely to occasionally in community efforts or projects. This may be due to limited community efforts or projects being available to work on in a given year or participants not holding a specific role that would facilitate the application of these specific skills.

Of those past participants who were doing project management activities in the last year more frequently than average participants, many felt they were doing so more often than they did before the class. This finding suggests that the leadership class is having a positive influence on participants, which is carrying through beyond the last day of the class itself.

Contribution of Leadership Class

In addition to the frequency of skill application, the past participant surveys asked participants how much they felt the Ford leadership class contributed to their ability to do the skills, activities, and tasks. For each section of the survey, participants were asked to rate the leadership class' contribution on a scale from 1 to 5 with one for "not at all," two for "a little," three for "a moderate amount," four for "a good deal," and five for a "great deal." Table 16 outlines the distribution of responses for each section of the survey.

Table 16

Contribution of Leadership Class					
Means and Standard Deviations					
	N	**Mean**		**SD**	
Leadership Skills	1,121	3.54		.88	
Communicate effectively	1,121	3.52		.94	
Work with others	1,115	3.62		.97	
Network	1,114	3.50		1.07	
Community Building Activities	1,113	3.62		1.00	
Project Management Tasks	1,108	3.51		1.03	
Percentage in Each Category					
	Not at all	**A Little**	**A Moderate Amount**	**A Good Deal**	**A Great Deal**
Leadership Skills	2%	13%	31%	36%	18%
Communicate effectively	2%	12%	34%	37%	15%
Work with others	2%	11%	31%	37%	19%
Network	3%	15%	29%	32%	20%
Community Building Activities	1%	13%	29%	35%	21%
Project Management Tasks	3%	14%	30%	36%	17%
The scale ranged from 1 to 5 with 1 for "not at all," 2 for "a little," 3 for "a moderate amount," 4 for "a good deal," and 5 for a "great deal."					

On average, participants reported that the leadership class contributed between a moderate and good deal to their ability to do leadership skills, community building activities, and project management tasks (mean = 3.50 to 3.62). As the results in Table 16 show, approximately 52% to 56% of past participants felt that the class contributed a good or great deal to their skill ability in these areas. On average, about one-third of participants thought the class contributed a moderate amount, and only 13% to 18% felt like the class did not contribute to their ability at all or only a little. Overall, most participants report that the leadership class significantly contributed to their ability to apply these skills. This was reinforced in the qualitative data collected in the past participant surveys.

Qualitative Results

On the past participant surveys, respondents had the opportunity to explain how the training affected their ability to be a community leader in an open-ended question format. There were over 800 responses from individuals giving examples of how the leadership class had affected them as a community leader.

The common themes reported include:

- increases in leadership skills and tools and in application of those skills
- increases in self-confidence to lead and to participate in community groups
- increases in capacity to work with different personalities and styles
- increases in social and community networks
- increases in awareness of community issues

Past participants reported utilizing their leadership skills over time. Many respondents commented on their use of improved facilitation and listening skills, public speaking skills, problem solving skills, consensus building, and conflict resolution. Overall, many participants reported that they communicate more effectively and work better with others as a result of skills learned in the training.

> *"When community groups come together on issues, in almost every setting, there are Ford Class members present. With these members present, meetings in the community run much smoother, focused, and organized."*

Gaining self-confidence to participate more in community affairs was cited by many participants. Increased responsibilities are frequent outcomes of the Leadership Program – particularly in leadership roles in nonprofit organizations and sometimes in governmental roles. Board memberships were often-cited roles for Leadership Program participants.

> *"It's not only the skills I was taught that are useful. You gave me confidence to use them!"*

> *"I never felt important as a community member until I began the Ford Institute for Community Leadership. It is there that I learned that my voice and actions were actually*

vital to my community and that I have a responsibility to participate in making local changes."

Participants often remarked on their improved capability to work with different personality types. Some mentioned that it opened their minds to become more accepting of others. This skill was particularly helpful in trying to reach consensus in group work.

"The leadership class showed me that it is possible to work with many different kinds of people… even if most of us were fairly strong personalities we were shown how to come to a consensus while respecting and validating everyone's ideas and goals."

Networking was identified as an important outcome of the Leadership Development class. Participants formed relationships with community members that they did not know before and these expanded networks helped them in future collaborations. Some participants stated that they had come into the program with high levels of skills or community involvement, but felt that the networking with others in their community was the best part about the program.

"The Ford Leadership class introduced me to individuals within the community that I would not have met otherwise. Getting to know those people helped me to have a better understanding of the community and its needs as well as learn about resources that I didn't know were available."

"It reminded me that relationships are more important than accomplishments."

Participants indicated that they were more aware of community issues, which motivated them to become involved in their communities. By gaining this knowledge about their community, they also felt a greater responsibility to the community.

"The leadership class has given me a broader view of the 'community' in which I live. I now see my community as the organizations and agencies that I interact with as well as the neighboring city and the county residents that live just outside our city limits. I am much more inclined to go to other leadership class members in order to get input that may help resolve community issues."

"I feel that before my Ford Leadership training opportunities, I was an innocent bystander in my community, on the sidelines, instead of in the thick of things, like I have been ever since. Now I have a great feeling of involvement, I am a convener, issue

advocate, and am willing to go all in on a community project/improvement efforts! I know what I have to offer, and have found my voice to raise our community to another level!"

For those few who responded but did not have positive examples of how the class affected them, it was either due to health issues, personal obligations, or related to work. Some mentioned that they utilize the skills from the leadership class in their workplace, but no longer have time for community projects outside of work. Several individuals indicated that they had moved since the training to other communities.

In sum, the leadership classes taught community residents how to be more involved in their communities, how to network, how to work effectively in groups, and gave some participants the necessary confidence to take on leadership roles.

Do Outcomes Vary By Attributes of Participants or the Class?

Previous sections of this report reveal that participants in the Ford leadership classes applied many of the leadership, community building, and project management tools gained through the training. While most participants applied the skills and activities occasionally to frequently, there was some variation in outcomes across individuals. In order to explore this further, regression analyses were completed to determine whether any of this variability in activity level in the year following the leadership class could be accounted for by the participants' demographic or background characteristics, characteristics of the classes in which they participated, or the length of time since they completed the leadership class.

Individual and Class Characteristics

Ordinary Least Squares (OLS) regressions were used to explore the relation between individual participant or class characteristics and the frequency with which skills were applied. Factors related to individual participants included in the analysis were: age (as of January 2010), gender, race/ethnicity, employment status, education (Associate's degree or higher), income, previous leadership experience, experience as an elected or appointed official, years since LD

class participation, and percentage of available Leadership Program opportunities in which each individual participated (dosage). The number of organizations participants listed (up to five) was also included in the regression analysis, as was the average hours involved with these organizations per month. Factors related to the class that were included in the analysis were: class size, whether the class had a Community Trainer, and the region of each hub community (east of Cascades vs. west of Cascades[2]).

With a regression analysis, it is possible to determine both the extent to which an individual independent variable is a significant predictor of an outcome, but also the extent to which the regression model itself (all variables) is statistically significant. To that end, only the regression models and the independent variables that were significant at the $p < .05$ level or better are reported.[3]

In the following figures, the size of the colored bubbles corresponds to the amount of variation in the dependent variable (variable listed in the central circle), which can be explained by each independent variable (variables in the outer circles). Therefore the larger the outer circle, the more that particular variable influences the central variable. Regression coefficients are reported as betas, which are standardized to be on the same scale (standard deviation units), allowing for comparison of effect size. To facilitate interpretation, betas were either converted to unit changes (points) or reported as unstandardized coefficients (B) in the discussion of some variables. Unstandardized coefficients (B) represent the point-based effect of the variable on the outcome. Appendix 12 lists the standardized coefficients (betas), standard errors, and unstandardized coefficients (B) for the significant individual and class characteristics.

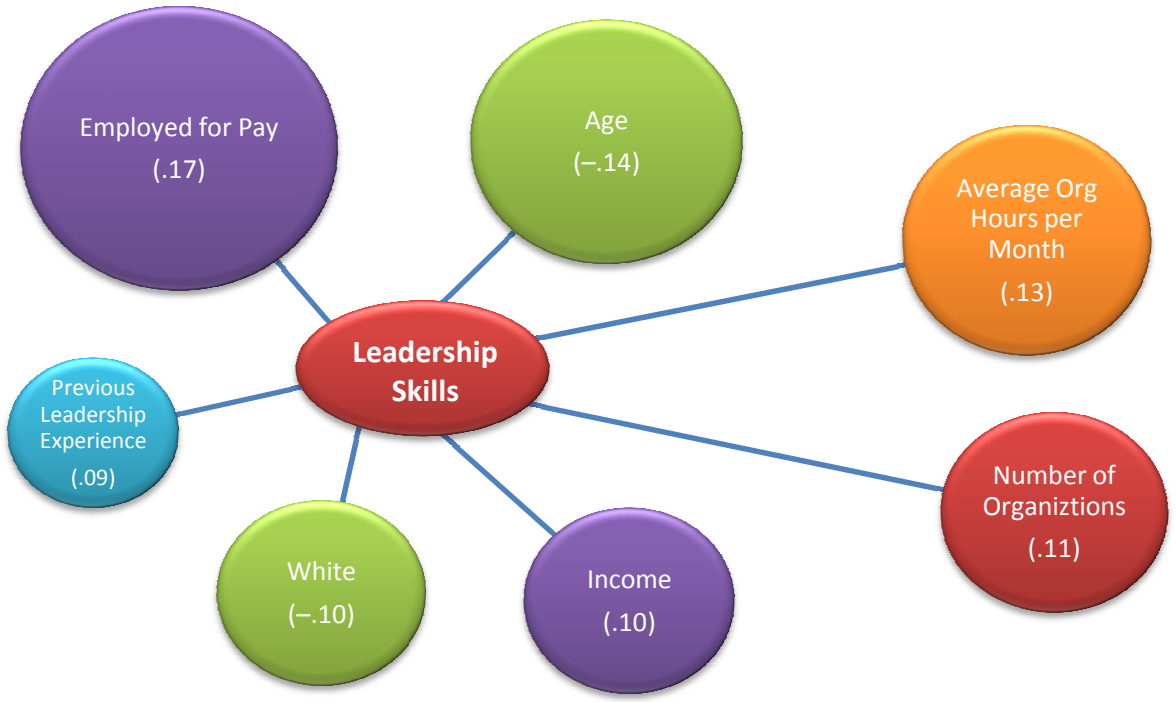
[2] Hub communities that were considered east of the Cascades were: Lake County, Tulelake/Merrill/Malin, Milton-Freewater/Athena Westin Helix Adams, Harney County, Jefferson County, Sherman County, Wallowa County, Hood River, Baker County, Butte Valley, Keno, Union County, Gilliam County, South Siskiyou County, Ontario Region, Wasco County, Grant County, Sisters, Chiloquin, and LaPine. The other 30 hubs included in this analysis were designated west of the Cascades.

[3] The significance levels used are .05, .01, and .001, indicating that one can be 95%, 99%, and 99.9% confident that the true population value indeed differs from zero as the model indicates.

Leadership Skills

OLS regression results revealed eight individual-level factors as significant predictors of the average frequency with which participants used their leadership skills in the past year, net of all other factors. A participant's age at the time of survey collection, being white, being employed, having previous leadership experience, the number of organizations with which they were involved, the average hours worked with these organizations per month, and a participant's household income all were associated with the frequency with which they applied leadership skills in the past year. Figure 5 displays the standardized coefficients (betas) for each of the significant predictors of leadership skill application. Twelve percent of the variation in application of leadership skills can be explained by these eight variables. A complete discussion of the effect of each characteristic can be found starting on page 71.

Figure 5: Results of OLS Regression on Frequency of Leadership Skill Application

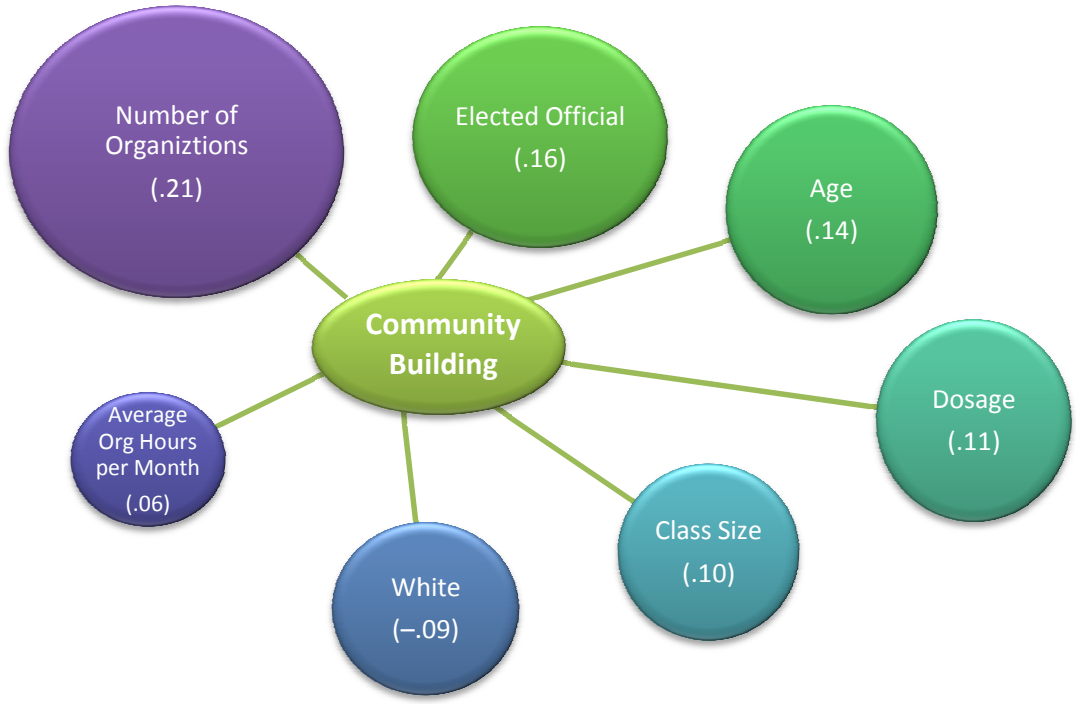


Note: OLS regression analysis used to determine if individual and class characteristics predicted activity level in the past year. Only items that were significant at $p < .05$ are included. Beta (β), reported above, is the standardized coefficient (expressed in standard deviation units). N = 740.

Community Building Activities

OLS regression results revealed six individual-level factors and one class-level factor as significant predictors of the average frequency of participants' community building in the past year, net of all other factors. A participant's age at the time of survey collection, being white, having been an elected or appointed official, the percentage of Leadership Program events attended, the number of organizations with which they were involved, the average hours worked with these organizations per month, and their LD class size all were associated with the frequency with which they did community building activities in the past year. Figure 6 displays the standardized coefficients (betas) for each of the significant predictors of community building. Seventeen percent of the variation in community building activities can be explained by these seven variables. A complete discussion of the effect of each characteristic can be found starting on page 71.

Figure 6: Results of OLS Regression on Frequency of Community Building Activities

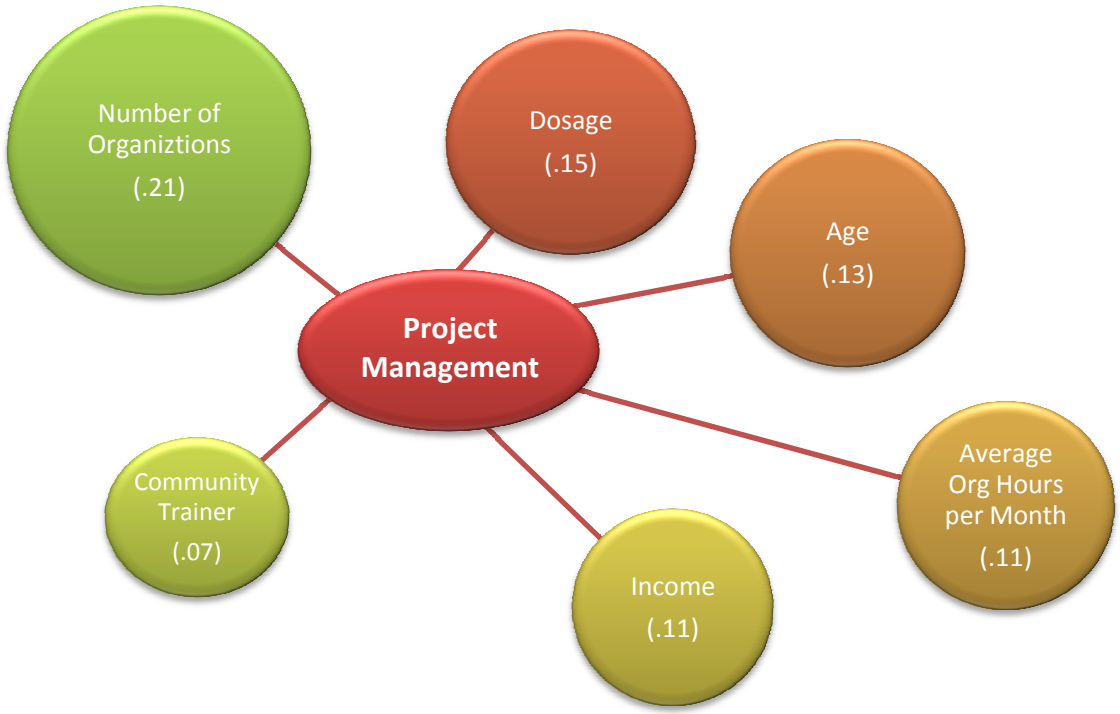


Note: OLS regression analysis used to determine if individual and class characteristics predicted activity level in the past year. Only items that were significant at $p < .05$ are included. Beta (β), reported above, is the standardized coefficient (expressed in standard deviation units). N = 730.

Project Management Tasks

OLS regression results revealed five individual-level factors and one class-level factor as significant predictors of the average frequency of participants' project management activities in the past year, net of all other factors. A participant's age at the time of survey collection, having a Community Trainer led LD class, the number of organizations with which they were involved, the average hours worked with these organizations per month, the percentage of Leadership Program events attended, and a participant's household income all were associated with the frequency with which they did project management tasks in the past year. Figure 7 displays the standardized coefficients (betas) for each of the significant predictors of project management. Fourteen percent of the variation in project management tasks can be explained by these six variables. A complete discussion of the effect of each characteristic can be found starting on page 71.

Figure 7: Results of OLS Regression on Frequency of Project Management Tasks



Note: OLS regression analysis used to determine if individual and class characteristics predicted activity level in the past year. Only items that were significant at $p < .05$ are included. Beta (β), reported above, is the standardized coefficient (expressed in standard deviation units). N = 838.

Discussion of Individual Characteristics

As reported above, OLS regressions were used to determine whether variation in application of leadership skills, participation in community building activities, and involvement in project management tasks was due to characteristics of individuals or the Leadership Development classes they participated in. It is important to note that although these characteristics were found to be statistically significant predictors, the size of the effects are quite small. Therefore, implications must be taken with caution.

In the following section, the effects of each significant characteristic on past participants' implementation of leadership skills, community building, and project management is discussed. Hypotheses as to why these attributes are associated with Leadership Program outcomes are also presented. In order to validate these hypotheses, further data collection and analysis would be required, most likely in the form of interviews or focus groups with the key sub-populations of interest.

Age

For those participants who attended the LD class from 2003 to Spring 2008, age was collected at the time they completed the population survey in January 2010. For Fall 2008 participants, age was collected at the time they applied for the LD class. One year was added to the ages of Fall 2008 participants to indicate their age at the time they completed the 12-month follow-up survey. At the time of survey completion, 6% of past participants were 14-18 years, 5% were 19-24 years, 7% were 25-35 years, 23% were 36-49 years, 54% were 50-70 years, and 5% were over 70 years old.

Regression results show that age was negatively associated with application of leadership skills, but positively associated with the use of community building activities and project management tasks. Participants who were older were applying their leadership skills on a slightly less frequent basis, but using their community building and project management on a more frequent basis. In particular, for each standard deviation increase in age (15 years), participants

reported a .14 standard deviation decrease in leadership skills, a .14 standard deviation increase in community building, and a .13 standard deviation increase in project management. This translated into .12 points lower in leadership skills (on a six-point scale), .10 points higher in community building, and .11 points higher in project management (both on a four-point scale). Although statistically significant, this difference based on age is minimal.

Race/Ethnicity

Participants who were White reported lower frequency of leadership skills and community building activities than participants who were not White. More specifically, participants who were White rated themselves on average .26 points lower in leadership skill application (on a six-point scale), and .18 points lower in community building activities (on a four-point scale). One possible interpretation is that the Leadership Program gave non-Whites a sense of empowerment to become active in their communities. Previous results have shown that the program inspires individuals to become more committed and engaged in their communities. On average, non-Whites may take more action after gaining this new found confidence than the average of all Whites. When interpreting these results, it is important to note that the majority (90%) of the past participants surveyed are White, with only 10% from other racial backgrounds. Therefore, although non-Whites rated themselves as participating in these activities slightly more often, they are a small percentage of all participants.

Employed for Pay

Employment status was collected at the time of the population survey (January 2010) for LD participants who completed the class from 2003 to Spring 2008. For Fall 2008 participants, employment status was collected at the time they applied for the LD class (Summer 2008). Due to the current recession, it is possible that the employment status of these individuals changed between the time they applied for the class and when they completed the survey. Statewide, unemployment rates rose from 6.1% in July 2008 to 11.6% in January 2010. Many of the hub communities are in rural or micropolitan counties which have experienced even higher rates of unemployment during the recession. Of Fall 2008 participants, 90% reported that they were

employed for pay at the time they applied for the LD class. Of 2003 to Spring 2008 participants, 71% reported that they were employed as of January 2010. Of the combined sample used in the regression, 74% were employed for pay at either the time they applied for the class or the time they completed the population survey.

Participants who were employed reported significantly higher frequency of leadership skills than participants who were not employed. More specifically, according to the B value of the coefficient, participants who were employed rated themselves on average .32 points higher on a six-point scale (See Appendix 12 for B and beta values). Being employed may provide another setting in which specific leadership skills, such as active listening, conflict resolution, or facilitating group discussions, can be used. As noted previously, over 80% of those who were employed reported using their leadership skills at work.

Unlike leadership skills, being employed did not have a significant effect on community building activities and project management tasks. The specific tasks in these sections are more specific to community work, which is likely why being employed did not increase the frequency with which these activities were done.

Income

Participants reported their household income in five categories ranging from less than $19,000 to greater than $250,000. For distribution of past participants' household income, see Appendix 1. In order to include income in the regression, a variable with the mid-point of each category was created. In the regression models, income was a significant predictor of leadership skills application and participation in project management tasks. More specifically, for each standard deviation increase in income, there was a .10 standard deviation increase in leadership skill frequency and .11 standard deviation increase in use of project management skills. Although this effect is small, research has found that, on average, individuals with higher incomes tend to be more civically engaged in their communities. More specifically, Robert Putnam (2000) found that "people with lower incomes and those who feel financially strapped are much less engaged

in all forms of social and community life than those who are better off." It is also important to note that the number of family members living on this income was not factored into the analysis.

Elected or Appointed Official

Participants completing the leadership class between 2003 and Spring 2008 reported whether or not they had ever been an elected or appointed official on the population survey. Fall 2008 LD participants were asked on their application to the leadership class whether they were currently an elected or appointed official at that time. If a participant was an elected official in 2008 they were counted as having been an elected or appointed official in the past. There is a possibility that some of these Fall 2008 participants were elected officials prior to the LD class or were elected/appointed in the year since the class. Thirty-four percent of past participants completing the surveys reported that they had been an elected or appointed official in the past. Examples of elected or appointed positions include: county commissioner, mayor, county clerk, city manager, school board member, and city council member.

Regression results found that participants who had been elected officials in the past reported doing community building activities more often. According to the B coefficient, participants who had been elected officials rated themselves an average of .20 points higher (out of a six-point scale) on community building activities (see Appendix 12). There was no significant difference between those who had been elected officials and those that had not with respect to frequency of leadership skill application and doing project management tasks. When looking at the items in the community building section, it is not surprising that elected officials would do these activities more than the general population in their community. Examples of community building activities include helping to define a vision for the community, building public awareness of issues and encouraging others to participate in these issues as well as seeking information on community issues and how decisions will impact the community. Elected officials are likely to engage in many of these activities as part of their role in community leadership.

Previous Leadership Experience

Participants reported whether they had any leadership training before the leadership class on both past participant surveys. Half of the past participants who completed the surveys (50%) had leadership training prior to taking the leadership class. Participants with prior leadership experience reported applying their leadership skills more often than those without prior leadership experience. On average, those with previous leadership experience reported applying leadership skills .14 points more (B value) on a six-point scale. Prior leadership experience did not impact participants' community building or project management activities. It is possible that the focus of other leadership trainings is primarily on the type of skills captured in the leadership skill sections, such as active listening, group facilitation, building consensus, appreciative inquiry, and giving presentations or speeches. Therefore this prior training, combined with the leadership class, could be the reason that prior leadership training results in more application of only leadership skills.

Dosage

Dosage is a category created to indicate the amount of participation Leadership Development class participants have had in the Ford Institute Leadership Program relative to the number of opportunities available to each individual. Data on participants' involvement in Leadership Program related activities through January of 2010 were received from the Ford Institute for Community Building. A dosage score was calculated based on the four core component activities of the Ford Institute Leadership Program: Leadership Development, Conference of Communities (if Cohort 1), Effective Organizations, and Community Collaborations. This score is the percentage of activities attended divided by the total opportunities available in their community through 2010. Of participants completing the past participant surveys, 37% only attended the Leadership Development training, 16% participated in up to half of the opportunities available, 31% participated in more than half (but not all) opportunities available, and 15% participated in all opportunities available in their community.

Regression results show that participants who attended more Leadership Program activities (of those available to them) did community building and project management tasks more frequently over the past year. For each standard deviation increase in the percentage of Leadership Program programs attended, there was a .11 standard deviation increase in the frequency of community building, and a .15 standard deviation increase in project management activity. There was no significant change in the application of leadership skills based on dosage, however. Participation in more Leadership Program activities beyond the leadership class likely reinforces the skills needed to do community building and project managements as well as provides more opportunities for networking and exposure to people who are doing projects in the community. It is also important to note that the Effective Organizations training specifically trains participants to use some of these tasks within their organizations. So those attending this additional opportunity would have encouragement to use these skills more frequently.

Number of Organizations

Participants were asked to report up to five civic organizations or groups with which they were currently a member or actively volunteering on a regular basis. This could include civic, youth, service, education, or faith groups as well as commissions, task forces, military reserves, or elected offices. These could be community, regional, state, national or international organizations. Past participants reported an average of two organizations per person, with about equal percentages reporting 0 through 5 organizations, see Appendix 1.

According to the regression model, as the number of organizations increases, participants reported applying their leadership skills and participating in community building and project management tasks more frequently. For each standard deviation increase in the number of organizations with which a participant was affiliated, there was a .11 standard deviation increase in the application of leadership skills, a .21 standard deviation increase in community building, and a .21 standard deviation increase in project management. It is not surprising that participants who are involved in more organizations apply their skills more frequently, as involvement in more organizations increases the opportunity to apply skills in various settings.

It is also noteworthy that the effect is stronger for community building and project management skills. As noted earlier, these skills are often specific to community work, and therefore would be applied more often with more involvement in community organizations.

Average Organization Hours per Month

The average hours per month that a participant reported for each of his or her organizations was added together to indicate the total hours a participant volunteered or worked at all organizations per month. Past participants reported spending an average of 34 hours per month involved with civic organizations or groups. Regression results show that the amount of time volunteering or working at organizations is positively associated with application of leadership skills. As the number of hours at organizations increases, participants apply their leadership skills, participate in community building, and are involved in project management tasks more frequently. More specifically, for a one standard deviation increase in hours, there was a .13 standard deviation increase in the application of leadership skills, a .06 standard deviation increase in community building, and a .11 standard deviation increase in project management. As expected, those that are more active in their communities apply their skills more.

Class Size

The size of the leadership class was obtained from the Institute's databases. Class size data was matched to participants based on hub community and cohort of LD class. Class size ranged from 10 to 35, with an average of about 25 people per cohort. The regression model indicates that participants with larger class sizes, engaged in more community building activities in the past year. For each standard deviation increase in class size (about 5 people), there was a .10 standard deviation increase in the frequency of community building activities being done in the past year. Perhaps larger leadership classes provide participants more opportunities for community building projects as the number of fellow residents increases.

Community Trainer Led Class

Whether the leadership class had a Community Trainer was obtained from the Institute's databases and matched to participants based on hub community and cohort of their LD class. About 44% of classes were led by Community Trainers. The number of trainers per class ranged from two to eight, with an average of four Community Trainers per class. Regression results show that participants in classes led by Community Trainers reported doing project management skills .11 points more (on a four-point scale) than participants who were not in classes with Community Trainers. It is possible that seeing a community peer in the lead role encouraged participants to become more involved in community projects later after the class. Or perhaps Community Trainers are able to inform cohort members about other community efforts to get involved with after the class that the RDI trainers would not be aware of, since they are not from the specific communities.

Summary

OLS regression results revealed nine individual-level factors and two class-level factors as significant predictors of the average frequency with which participants used their leadership skills as well as engaged in community building activities and project management tasks in the past year, net of all other factors. Significant individual characteristics included: age, race/ethnicity, income, previous leadership experience, the number of organizations with which participants were involved, the number of hours involved with organizations, the percentage of Leadership Program activities in which individuals participated as well as being employed or an elected or appointed official. Significant class characteristics included: class size and being in a class led by Community Trainers. Throughout this section hypotheses, as to why these attributes are associated with Leadership Program outcomes, were put forth. It is important to note that these remain untested and are not able to be substantiated with the current data.

Time since Leadership Development

Two methods of analysis were used to explore whether the frequency of skill application changes over time, independent t-tests and regression analysis. Independent t-tests were used

to compare the means of skill application for participants who completed the Leadership Development class during each year from 2003 to 2008. Results indicated that, regardless of the year the participant completed the LD class, participants applied leadership skills on average at least once a month over the past year, community building skills occasionally, and project management skills rarely to occasionally over the past year. Table 17 lists the average means and standard deviations of skill application by year participated in the leadership class.

Table 17

Application of Skills over Time: Means and Standard Deviations							
		2003	2004	2005	2006	2007	2008
Leadership Skills	**Mean**	**4.24**	**4.08**	**4.14**	**4.21**	**4.10**	**4.08**
	SD	0.90	0.81	0.81	0.87	0.82	0.91
Community Building Activities	**Mean**	**3.01**	**3.10**	**3.10**	**3.08**	**3.05**	**3.04**
	SD	0.63	0.65	0.72	0.68	0.64	0.72
Project Management Tasks	**Mean**	**2.72**	**2.89**	**2.79**	**2.90**	**2.84**	**2.83**
	SD	0.83	0.74	0.90	0.82	0.78	0.82

Note: there was no significant difference by year. Leadership skills on a scale from 1 to 6, where 1 was "never" and 6 was "daily." Community building and project management on a scale from 1 to 5, where 1 was "never" and 4 was "frequently."

In addition, the number of years since the participant was involved in the LD class (as of January 2010) was included in the regression models outlined in the previous section. Regression analysis did not find a significant association between time since the program and the frequency of skill application, supporting the conclusion that there does not appear to be any temporal pattern in the frequency of skill application. Overall, participants are applying the leadership skills and participating in community building and project management tasks at similar levels, regardless of how long they have been out of the leadership class.

Barriers to Community Leadership

On the past participant surveys, training participants were asked about barriers or circumstances that limited their engagement in community work. For each item, respondents scored each barrier on a scale of one to four, where one was "strongly disagree," two was "disagree," three was "agree," and four was "strongly agree." Table 18 lists the means,

standard deviations, and percentages of participants who indicated they had experienced each specific barrier.

Table 18

Barriers to Engagement in Community Work: Means, Standard Deviations, and Percentages						
	N	Mean	SD		Disagree	Agree
Personal concerns and demands (health, family, work) limited my time for community leadership activities	1,095	2.59	0.87		44%	56%
My community has been overwhelmed by economic, social, or environmental challenges that are out of our control	1,086	2.47	0.82		55%	45%
I felt "burned out" or discouraged by the class project	1,096	2.20	0.89		65%	35%
Community work has been too frustrating for me	1,088	2.20	0.77		69%	31%
I felt overwhelmed by all there is to do in my community	1,092	2.20	0.72		72%	28%
I felt "closed out" of the leadership structure in my community	1,085	1.87	0.75		85%	15%
I was heavily engaged in community work before the Ford Leadership class and couldn't take on more afterwards	1,083	1.82	0.65		89%	11%
I have not been personally interested in the specific efforts or issues facing my community	1,092	1.69	0.69		91%	9%
Scale ranged from 1-4, where 1 was "strongly disagree," 2 was "disagree," 3 was "agree," and 4 was "strongly agree."						

Table 18 demonstrates that the greatest barrier to taking on community work in the past year was competing personal concerns and demands. The majority of participants (56%) indicated that personal concerns and demands limited their engagement by agreeing or strongly agreeing with the statement. A minority of participants identified the remaining barriers as limiting their engagement in community work. Forty-five percent of participants felt that their community has been overwhelmed with economic, social, or environmental challenges and that limited their engagement in the community. About a third of participants indicated that cohort project "burn out" represented a barrier to their taking on work in their communities and a similar percentage felt that they were already too heavily engaged in community work to take on more. Twenty-eight percent of participants reported that feeling overwhelmed by all there is to do in the community limited their engagement in community work. Very few participants indicated feeling that the remaining three barriers had limited the extent to which they engaged in community work in the past year. The least significant barrier was lack of personal

interest in the specific issues facing the community. For a complete table of the percentage of responses in each agree/disagree frequency category for each barrier, see Appendix 13.

In addition to the barriers rated quantitatively, a few individuals mentioned additional barriers that limited their community engagement in the open-ended comment section of the survey. Several participants noted that stressed finances due to the downturn in the economy extremely limited their time to participate in community efforts. Several other respondents noted that they left the community to attend college or for work and therefore are not involved in their community. In addition, a few participants noted that they work within the local governance structure and must remain neutral on certain topics, which limited their ability to be involved in community issues. Alternatively, a few noted that by doing community work as part of their job, they did not have time to be involved in other issues outside the scope of their work.

The total barriers experienced by participants were calculated by adding up the number of barriers for which participants strongly agreed or agreed. About 44% of participants identified one to two barriers, 30% identified three to four barriers, and 11% identified five or more barriers to engaging in community work. Fifteen percent of participants reported no barriers to engaging in community work. An analysis was conducted to determine if the number of barriers experienced by participants affected their activity levels after the training. Most participants who indicated that their activity level in the past year was the same or more than before the training identified at least two to three barriers. In addition, even those with high levels of skill application, reported about two barriers to their engagement in community work. So barriers apparently did not completely hinder these individuals use of leadership skills or participation in community building and project management.

Leadership Summary

The findings of the past participant surveys reveal that Leadership Program participants applied their leadership skills and engaged in community building and project management activities to varying degrees and in various settings over the past year. Most participants do these activities

and use leadership skills more often than they did before the training and many attribute this increase to the leadership class itself. It was also found that attributes of individuals and the LD classes in which they participated were associated with the frequency of application or activity in the past year. Though these factors structure the extent to which participants apply their leadership skills or are involved in community building and project management, many of these characteristics exert only small levels of influence. Despite the barriers many individuals faced in their engagement in community work, these barriers only somewhat limited their amount of leadership activity in the last year. In addition, participants reported similar levels of activity regardless of how long they have been out of the leadership class.

In the past year, participants reported applying their communication skills almost weekly, working with others about once a month, and networking slightly less frequently. These three types of leadership skills overall were applied about once a month by participants. Similarly, participants reported engaging in community building activities occasionally in the past year, with some activities being done more often than others. Project management tasks in community efforts were done slightly less often than community building activities, with participants engaging in these tasks slightly less than occasionally. The vast majority of participants reported applying their leadership skills related to communication, working with others, and networking in community settings, and more than 90% applied these skills in more than one setting.

For all types of leadership activities, the majority of participants reported that in the past year they did the activities more often than they did before the class. In each case (leadership skills, community building, and project management), the majority of participants who reported high activity indicated that this level of activity was greater than before they took the LD class. This implies that the leadership class is fostering high engagement among participants, and participant responses to the question of the class' contribution solidify this connection. Again, for each form of effective community leadership, over half of participants indicated that the leadership class contributed a good to a great deal to their ability to do the activities or use the

skills. Qualitative findings supported the quantitative findings. Participants said they left the class better equipped to address issues in their community, with the confidence to make a difference, and with expanded networks of people with whom to work.

2. Does the Ford Institute Leadership Program contribute to increased civic engagement?

Civic engagement refers to the involvement of residents of a community in formal and informal government and non-governmental affairs. Examples include voting, participating in voluntary associations, or advocating for an issue. These activities are based on the Ford Institute for Community Building's vision of successful citizens. The Ford Institute has identified successful community citizens as people who engage in community governance, collaborate, support community organizations, serve others, work productively, and live purposely.

Frequency of Civic Engagement

On the past participant surveys, respondents were asked how often they participated in various activities related to civic engagement in the past year. For each item, respondents scored their participation on a scale of one to four, where one was "never," two was "rarely," three was "occasionally," and four was "frequently." Table 19 lists the range of civic activities asked on the survey as well as the means, standard deviations, and percentages of participants who engaged in civic activities with various frequencies.

Table 19

Participation in Civic Activities: Means, Standard Deviations, and Percentages						
	N	Mean	SD		Never to Rarely	Occasionally/ Frequently
Voted in elections	1,099	3.65	0.82		9%	91%
Volunteered in your community	1,102	3.46	0.78		11%	89%
Donated money, services, materials, or food to support a community effort, project, or program	1,099	3.41	0.76		11%	89%
Worked as a member in a formal group or organization that addresses community issues	1,099	3.11	0.99		25%	75%
Helped raise money and collect materials to support a community effort, project, or program	1,098	3.09	0.93		24%	76%
Worked informally with others to address community issues	1,098	3.06	0.87		23%	77%
Participated on the board of any local service agency or organization	1,098	2.98	1.19		33%	67%
Attended any public hearings, town hall meetings, community forums, or city council meetings	1,101	2.88	0.99		32%	68%
Helped mobilize community members to work on a common goal	1,100	2.81	0.96		34%	66%
Advocated for a policy or issue in your community	1,098	2.78	1.02		36%	64%
Participated in long-term community decision-making or governance processes	1,097	2.60	1.10		46%	54%
Civic Activities Overall	**1,078**	**3.07**	**0.69**		--	--
Scale ranged from 1-4, where 1 was “never,” 2 was “rarely,” 3 was “occasionally,” and 4 was “frequently.”						

As Table 19 shows, in the last year, former leadership class participants occasionally did civic activities (mean = 3.07). The highest levels of participation were found in voting in elections, volunteering in communities, and donating money, services, materials, or food. On average, participants reported doing these activities almost frequently and the vast majority (around 90%) of participants reported doing these activities occasionally or frequently in the last year. In the past year, participants reported engaging in the remaining activities with similar frequency (occasionally), except for participating in long-term community decision-making processes. On average, participants reported rarely engaging in this form of civic engagement, though just over 50% reported participating in long-term community processes occasionally or frequently.

Participants reported that the leadership class contributed moderately to a great deal towards their ability to engage in these civic activities (mean = 3.45, SD = 1.03). Approximately 52% felt that the class contributed a good or great deal to their ability, whereas 29% indicated a moderate amount, and 19% a little or not at all. For a complete table of the percentage of responses in each frequency category for each civic engagement item, see Appendix 14.

Change in Activity

Results of the past participant surveys indicate that participants are engaging in civic activities. Whether these activity levels reflect changes made as a result of their participation was also explored. In order to answer this question, participants were asked whether the frequency with which they have done civic activities over the past year was more often, less often, or about the same than the number of times they did these activities before they participated in the leadership class. Overall, half of participants (50%) reported that they had engaged in civic activities more often in the past year than they did before the class. Forty-seven percent reported that their civic activity did not change as a result of participating in the class and only 3% of participants reported that they participated in these activities less frequently than they did before they participated in the class.

While half of participants reported an increase in the frequency of civic activities as a result of the training, further analysis explored the extent of change for individuals who were very active. A cut-off of one standard deviation above the mean was used to identify individuals who were highly engaged in civic activities, which was equivalent to participating in the activities frequently. Of those who were highly active in civic life, 62% participated in civic activities more often than they did before the training and 38% reported participating at the same high level as before the training. Only three participants who rated themselves as engaging in civic activities at high levels stated that this level was less often than before the training. Therefore, for the majority of participants who engaged frequently in civic activities in the past year, this level was higher than before they took the class and likely had to do with their participation.

Qualitative Results

In response to the question on the past participant survey, "Please give one to two examples of how the leadership class affected you as a community leader," many of the respondents indicated that participation in the leadership class resulted in greater civic engagement. There were numerous examples of community activities that were cited as the result of the participating in the Ford leadership class.

Participants increased their volunteer activities, joined more community groups and were more engaged in local events, including fundraising for schools and nonprofits. Participants also increased their civic activities by taking on new leadership roles and becoming involved in boards, such as with the Chamber of Commerce, Commission on Children and Families, local foundations, and nonprofit organizations. Several participants started nonprofit organizations. Some participants also became more active in city and county government issues. One participant noted that she or he ran for City Council and won. A few respondents said they had served as facilitators in public and government forums.

> *"I now serve on two community based nonprofit boards, one as the chair. I have also been able to successfully collaborate with other community organizations on projects."*
>
> *"I was the Chief Petitioner, gathering signatures on an initiative… I would not have had the resources (political know-how, people to mobilize) or the credibility I had with the City Council and City Staff if I had not been involved in the Leadership Program."*
>
> *"Before taking this course, I volunteered but always under the 'radar.' After the class, my skills were improved and also my self-esteem... I ran for a City Council position and got it. Before this class, I would have never thought I had the skills to do this."*
>
> *"It gave me the courage and tools to be a founding member (now coordinator) of [a community event]."*

These effects were seen among all participants regardless of age. Many youth took on new roles in their schools after taking in the leadership class.

> *"I am more active as a student voter, and as a supporter of human rights."*

"It pushed me to become ASB president, helping the school out as many ways as possible."

Overall, participants reported that the program encouraged both youth and adults to become more active in their communities in many different ways.

Do Outcomes Vary By Attributes of Participants or the Class?

Overall, many participants reported engaging in civic activities as a result of the Leadership Development class. While most participants engaged in civic activities occasionally to frequently, there was some variation in outcomes across individuals. In order to explore this variation further, regression analyses were completed to determine whether any of this variability in activity levels could be explained by participants' demographic or background characteristics, characteristics of the classes in which they participated, or the length of time since they completed the leadership class.

Individual and Class Characteristics

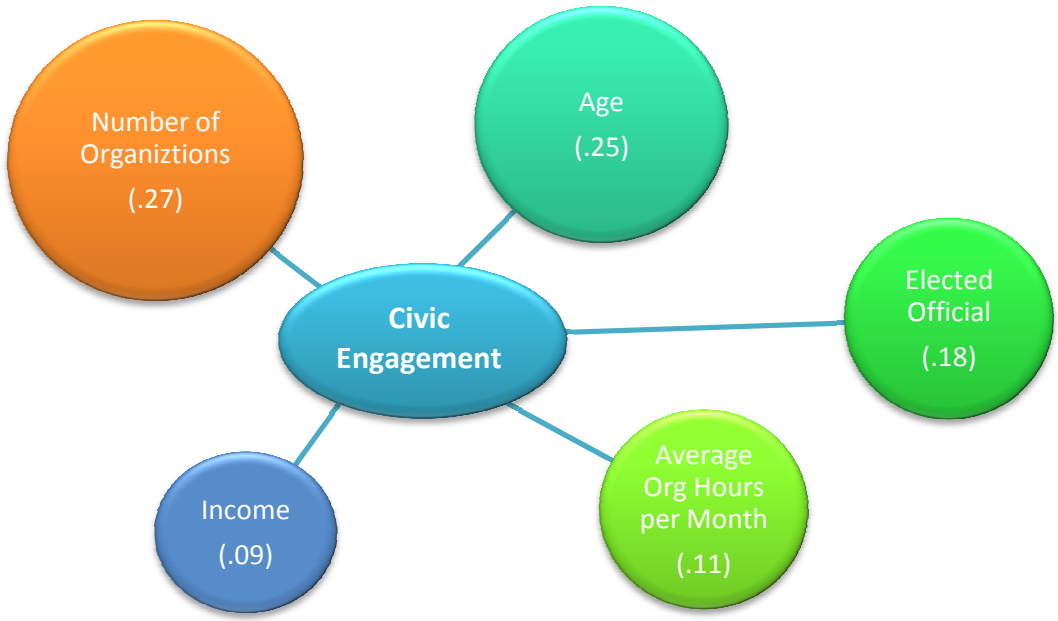
Ordinary Least Squared (OLS) regressions were used to explore the relation between individual participant or class characteristics and the frequency with which participants did civic activities in the year prior to the survey. Factors related to individual participants included in the analysis were: age (as of January 2010), gender, race/ethnicity, employment status, education (Associate's degree or higher), income, previous leadership experience, experience as an elected or appointed official, years since LD class participation, and percentage of Leadership Program opportunities attended (dosage). The number of organizations participants listed (up to five) was also included, as was the average hours involved with these organizations per month. Factors related to the class that were included in the analysis were: class size, whether the class had a Community Trainer and the region (east of Cascades vs. west of Cascades).

Civic Activities

OLS regression results revealed five individual-level factors as significant predictors of the average frequency of participants' civic activity in the past year, net of all other factors. A participant's age at the time of survey collection, having been an elected or appointed official, the number of affiliated organizations, the average hours worked with these organizations per month, and a participant's household income were all associated with the frequency with which they engaged in civic activity in the past year.

Figure 8 displays the standardized coefficients (betas) for each of the significant predictors of civic engagement. The size of the colored bubbles corresponds to the amount of variation in the dependent variable (variable listed in the central circle), which can be explained by each independent variable (variables in the outer circles). Therefore the larger the circle, the more that particular variable influences the central variable. Regression coefficients are reported as betas, which are standardized to be on the same scale (standard deviation units), allowing for comparison of effect size. To facilitate interpretation, betas were either converted to unit changes (points) or reported as unstandardized coefficients (B) in the discussion of some variables. Appendix 12 lists the standardized coefficients (betas), standard errors, and unstandardized coefficients (B) for the significant individual and class characteristics. Twenty-seven percent of the variation in civic engagement can be explained by these five variables.

Figure 8: Results of OLS Regression on Frequency of Civic Engagement



Note: OLS regression analysis used to determine if individual and class characteristics predicted activity level in the past year. Only items that were significant at $p < .05$ are included. Beta (β), reported above, is the standardized coefficient (expressed in standard deviation units). N = 711.

Discussion of Individual Characteristics

In the following section, the effects of each significant characteristic on past participants' engagement in civic activities is discussed. Hypotheses as to why these attributes are associated with these outcomes are also presented, but have not yet been tested. It is important to note that although these characteristics were found to be statistically significant predictors, the sizes of the effects are quite small. Therefore, implications must be drawn with caution.

Number of Organizations

Participants were asked to report up to five civic organizations or groups with which they were currently a member or actively volunteering on a regular basis. According to the regression model, as the number of organizations increases, participants participated in civic activities more frequently. For each standard deviation increase in the number of organizations with which a participant was affiliated, there was a .27 standard deviation increase in civic

engagement. It is not surprising that participants who are involved in more organizations are more civically engaged in their community.

Age

Regression results show that age is positively associated with civic engagement. Participants who were older were engaging in civic activities on a more frequent basis. In particular, for each standard deviation increase in age (15 years), participants averaged .25 standard deviation units more civic engagement. Putnam (2000) finds that age is a predictor of virtually all forms of civic engagement. Older individuals may have more confidence, more networks, and more knowledge of community resources and community opportunities, all factors which may aid them in their abilities to be civically engaged.

Elected or Appointed Official

Regression results found that participants who had been elected officials in the past reporting doing civic activities more often. More specifically, participants who had been elected officials rated themselves an average of .22 points higher (out of a six-point scale) on civic activities. It is not surprising that elected officials would do these activities more than the general population in their community. Examples of civic activities include voting, participating in governance processes, participating on a local board, attending public meetings as well working as a member of groups to address community issues. Elected officials are likely to engage in many of these activities as part of their role in community leadership.

Average Organization Hours per Month

Regression results show that the amount of time volunteering or working at organizations has a positive relationship with civic engagement. As the number of hours at organizations increases, participants report participating in civic activities more frequently. More specifically, for a one standard deviation increase in hours, there was a .11 standard deviation increase in civic engagement. As expected, those who spend more time involved with organizations or groups in their communities are more civically engaged.

Income

In the regression models, income was a significant predictor of civic engagement. More specifically, for each standard deviation increase in income, there was a .09 standard deviation increase in the frequency of civic activities. This result is consistent with the findings on page 73 that individuals with higher incomes tend to use leadership skills more frequently. As Robert Putnam (2000) has observed in national datasets, it is often the associated feelings of financial anxiety which lead people with lower incomes to have reduced civic activities as they spend more energy focusing on personal and family survival. It is also important to note that the number of family members living on this income was not factored into the analysis.

Time since Leadership Development

Two methods of analysis, independent t-tests and regression analysis, were used to explore if the frequency of civic engagement varies by the length of time participants took part in the Leadership Development class. Independent t-tests were used to compare the means of civic engagement for participants who completed the LD class during each year from 2003 to 2008. Results indicated that, regardless of the year participants completed the Leadership Development class, they engaged in civic activities occasionally, on average, in the past year. Table 20 lists the average means and standard deviations of civic engagement activities by LD class participation year.

Table 20

Application of Civic Engagement Over Time: Means and Standard Deviations							
		2003	2004	2005	2006	2007	2008
Civic Activities	**Mean**	**3.05**	**3.13**	**3.09**	**3.17**	**3.04**	**3.03**
	SD	0.65	0.66	0.72	0.66	0.69	0.69
Note: there was no significant difference by year. Scale from 1 to 5, where 1 was "never" and 4 was "frequently."							

In addition to t-tests, the number of years since the participant was involved in the LD class (as of January 2010) was included in the regression models outlined in the previous section. Regression analysis did not find a significant effect of time since the program on the frequency of civic engagement, therefore there does not appear to be any temporal pattern in the

frequency of civic engagement over time. Overall, participants are participating in civic activities at similar levels regardless of how long they have been out of the leadership class.

Summary

OLS regression results revealed that five individual-level factors were significant predictors of the average frequency of participants; civic engagement in the past year, net of all other factors. Significant individual characteristics included: age, income, the number of organizations with which participants were involved, the number of hours spent with organizations, as well as being an elected or appointed official. Although statistically significant, it is important to note that the effect sizes for each of these characteristics are small. Further exploration is needed to confirm the implications and speculations mentioned in this report.

Civic Engagement Summary

The findings discussed above indicate that in the past year, participants engaged occasionally in overall civic life, but more frequently in particular activities like volunteering, voting, working in community groups, fundraising for local causes, and promoting local events. About half of participants reported that since the leadership class, their level of civic engagement has increased, and the majority of participants attribute their ability to engage effectively in civic life to the leadership class. Results also point to specific individual characteristics as significant predictors of participants' levels of civic activity in the past year. Age, income, the number of organizations, hours per month with these organization, and being an elected official all were positively associated with participants' engagement in civic activities. In addition, participants reported similar levels of activity regardless of how long they have been out of the leadership class.

3. Does the Leadership Program build strong networks of community leaders within and across rural communities?

Creating networks of leaders within and across rural communities is one goal of the Leadership Program. The Leadership Program offers opportunities for participants to meet other community members. Through class exercises and cohort projects, the program provides opportunities for individuals to work together. The Institute hopes that these individuals will continue to work together in the future.

Application of networking skills is one of the three types of leadership skills measured in a previous section of this report. On the past participant survey, respondents reported how frequently they networked for two different reasons: to address a community issue or problem and to advance personally or professionally. Participants reported that they networked, on average, four to six times during the past year.

A broader definition of networking was used when analyzing case study data. In the analysis of case study data, networks were defined as interactions among other individuals in the community. If these interactions occurred among members of the Leadership Program, this connection was noted. In order to measure network impact, a stricter definition was used, namely community or personal benefit had to have occurred as a result of the interaction of individuals who met through the Leadership Program or while working on a community activity inspired by the Leadership Program. The following section examines how the program affected two different types of network ties, namely bridging and bonding ties. Details about how the case study was designed, how participants were selected, and how the data was analyzed can be found on pages 18-41. To increase the readability of case study findings, pseudonyms have been assigned to some participant's who are profiled in various examples.

Types of Network Ties

In the social capital literature, scholars have pointed to the importance of building two complementary systems of networks, bridging networks and bonding networks (Putnam, 2000). Bridging networks are based on loose ties between different social groups in a community. The

advantage of these networks is that they expand an individual's access to resources and knowledge by linking a person to many different types of groups (Granovetter, 1973). The ties, however, are not solidified by a shared component of an individual's identity that might include socioeconomic status, class, race, ethnicity, occupation, and cultural experiences. As a result, there can be more friction in utilizing these tenuous connections. Bridging networks are typically accessed less frequently and for a specific purpose. For example, one tie might be to someone with financial knowledge, another tie might provide access to knowledge of city government regulations, while a third tie could offer advertising and marketing experience. In this way, bridging networks can be particularly important when implementing a successful community project.

In comparison, bonding networks are stronger ties between individuals who have a shared identity based on either inherent characteristics of the individuals or a shared experience. Bonding networks are accessed more frequently and offer members a reliable and constant source of support which may or may not be able to address unusual or infrequent needs. An example of bonding networks is an ethnic enclave in a major city. Bonded by a shared race, ethnicity, and cultural heritage, ties among members are very close. Many members may never need to go outside of this network to satisfy their needs. However, members may be ill-equipped to address other needs that require accessing resources and individuals outside of the network.

In order to examine the potential for new and diverse networks to be formed through the Leadership Program, it is useful to understand how individuals become participants. The program uses official nominators in every hub community to recommend individuals for the first cohort. Later cohorts can be built through both official nominators and informal recommendations. The program emphasizes attracting three different types of leaders: potential, emerging, and existing. The program also encourages individuals of all ages to become involved and most cohorts have at least a few high school students as well as retirees.

Many participants felt the program brought together a diverse group from the community. These recruiting practices led participants to comment on how the program expanded both the quantity and the diversity of their networks.

> *"I was just very appreciative that I got to be a part of it and got to meet the people, I still have very close friends because of this that I would not have because our circles of life were different. So personally, I have people that now are very close friends that I can go to and have help from in many different areas. I can go to them to bring them in or ask questions. I have made those alignments because of Ford Family."*

> *"So I don't know without the class – I know we'd probably never have known each other. I know that we see each other in a different way…and you hear more things about different things in the community because you're connected." (Former LD participant speaking about a fellow cohort member whom she recruited to her board of directors)*

A diverse group of assembled individuals increases the potential for participants to build new networks and may also provide an opportunity for individuals to form bridging networks in their community.

Information from former participants in the two case study communities also suggests that the Leadership Program allowed people to develop bonding relationships with fellow cohort members. The strongest bonds most often occurred between individuals who stayed connected to the Leadership Development cohort project until its completion. The shared experience of working together on a community project allowed individuals to strengthen their ties to other cohort members by interacting multiple times and developing trust and solidarity through the process. One past participant described how trust is a critical component of forming the types of network ties that participants can use later.

> *"I just got to know people better. It is such a small community that you pretty much just know everybody. But you don't know them deeply and you don't build trust. But being able to build some trust with people is really important because when you are in a leadership position and you say you are going to do something, you are going to do it. People need to rely on you and as you get to know these other people you realize how many reliable people there are in the community and how everybody can work together toward these projects if we pay attention to what everybody is doing."*

This growth in the community's networks may mean that more members in the community will be better able to work together in meaningful ways as a result of the program.

Use of Networks

Table 21 offers a tally of every time an interviewee mentioned using networks as a result of participating in the Leadership Program. Most people have used networks in an organization, in their job, or with other community members but not through any organization (unaffiliated in the community). Mentioning a network does not mean that a visible change has occurred in the community. The impacts past participants have produced by using networks they developed through the Leadership Program are mentioned below and in Section 4. Building awareness of others in the community is not always positive. Two participants remarked that through the Leadership Program they learned which individuals in their community they were incapable of working with. These observations were in the minority of participant's responses (see Table 20).

Table 21

Types of Networks used as a result of Involvement with the Ford Institute Leadership Program	
Type of Network	**N**
In an organization	21
In your job	14
Unaffiliated in the community	10
Through the project	7
While training cohorts	7
Future of Ford Committee	5
Other cohorts in your community	4
Socially	4
Community Collaborations	3
Built negative networks	2
Source: 49 community case study interviews	

The case study interviews were able to reveal that there are three primary ways in which individuals leveraged networks while working in their community – through an organization, through their workplace, or through a community event. Some individuals used networks to accomplish their organization's mission. Other individuals may primarily do community work

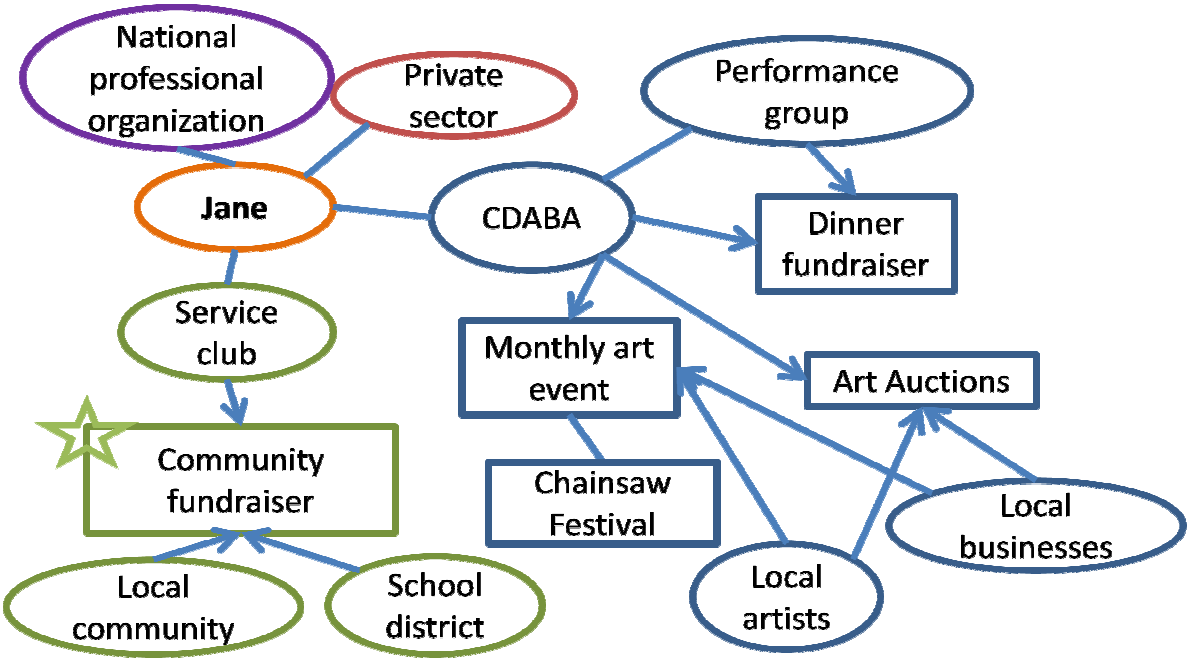
through their job which could require participation in different organizations, nonprofits, and boards of directors. Some individuals approach community work on a project by project basis, becoming heavily involved in using networks to accomplish aspects of a project. This project-focused approach could occur through an organization, an official job position, or independently. Given these three methods of engaging networks, an individual may assume multiple approaches at once or change approaches over time as organizations, personal lifestyle, and relationships in the community change. There is also considerable overlap between these approaches, but for illustrative purposes three Leadership Program participants are profiled as examples of diverse ways to access networks. In Figures 1-3 below, the names of community organizations or individuals are shown in ovals and the names of community events are shown in rectangles. Lines drawn between events and organizations represent networks made by the individual.

Using Networks Primarily through a Community Organization

Some individuals engage with their communities primarily through an organization, where, as leaders, they might spearhead several events that may or may not involve collaborating with others in the community. This example is of Jane, a Leadership Program graduate who is active in the community. She has started new initiatives and leveraged networks through both the Coastal Douglas Arts and Business Alliance (CDABA) and a local service club.

Figure 9 shows that Jane is involved in many different social spheres – through her job in the private sector, a national professional organization, and two community organizations. As a member of community organizations Jane has created community events (denoted by rectangle outlines) and has used connections to other groups of individuals in the community (denoted with arrows). CDABA has collaborated with many other organizations in the community, but these links are not shown, as Jane was less centrally involved in these other efforts.

Figure 9: Jane Uses Networks Primarily through Organizations to Change her Community



As a member in a local service club, Jane created a new community fundraiser. Jane is widely seen as the lead organizer of the event. She has connected with others in the community to host the event in the local high school auditorium, to solicit and coordinate local participants, and to sell tickets.

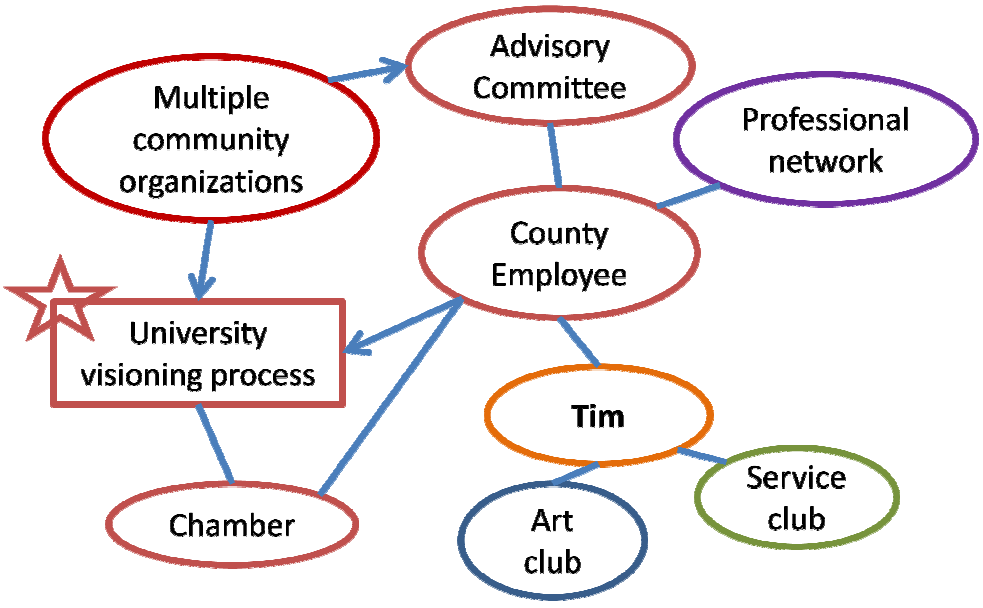
In addition to using networks in her work in a local service club, Jane has built and accessed many networks through her work in the CDABA organization. Through this organization, she has built networks with local businesses and artists and other organizations in the community. CDABA has deliberately focused on forming networks with many other organizations in the community by offering to co-sponsor events with other nonprofits who are not officially organized under a 501c3 filing. Jane is one of several past Leadership Program participants who has served as the organization's president. She, like the other past presidents, has made collaborating and connecting with other organizations in the community a priority.

Using Networks Primarily through Employment

Other individuals are less engaged with any one organization, instead they may be involved centrally or peripherally in a number of organizations that have not collaborated on community issues or events in the past. These individuals might be the most visible in the community through their position of employment, which requires community involvement and community service. It might even be the constraints of their position that prevent them from being highly engaged in other organizations.

Tim is in a county position that, because of his job duties and areas of expertise, has drawn him into serving on a local advisory committee. This committee contains a rotating board of appointed individuals who represent many different organizations and interests within the county. This committee has addressed several community issues and many of the members, Tim included, have contributed to the organization in their spare time. Outside of this committee, when a university led visioning process came to Wallowa County, Tim became involved in a subcommittee which led to interactions with other community organizations and individuals. In his everyday job duties, Tim engages with the county's cities and various organizations (links not shown in Figure 10 because of number and diversity).

Figure 10: Tim Uses Networks Primarily through his Job to Change his Community



Tim explains that the demands of his job both require him to be involved in the community and leave him with little time to be involved in efforts outside of his position. He is currently a member of two other organizations in the county.

Using Networks while Implementing a Community Project

Other individuals blur the lines between organizations and community projects, when they become leaders of a community project that requires fundraising, community engagement, and other specialized tasks to complete the project. The challenge of fundraising during a national recession in a shrinking community with fewer middle wage jobs motivates community members to search for new ways to reach out to the community. Some fundraisers have attracted tourists and tourist spending, provided a quality experience, or a valuable good or service to fellow community members. Several Leadership Program participants mentioned the challenge of not always asking main street businesses for donations, and this reality of the short supply of visible capital in the community is not lost on area merchants who also remarked how challenging it is to choose which groups and projects to support. Relying on the same networks too often can damage rather than strengthen the ties between individuals.

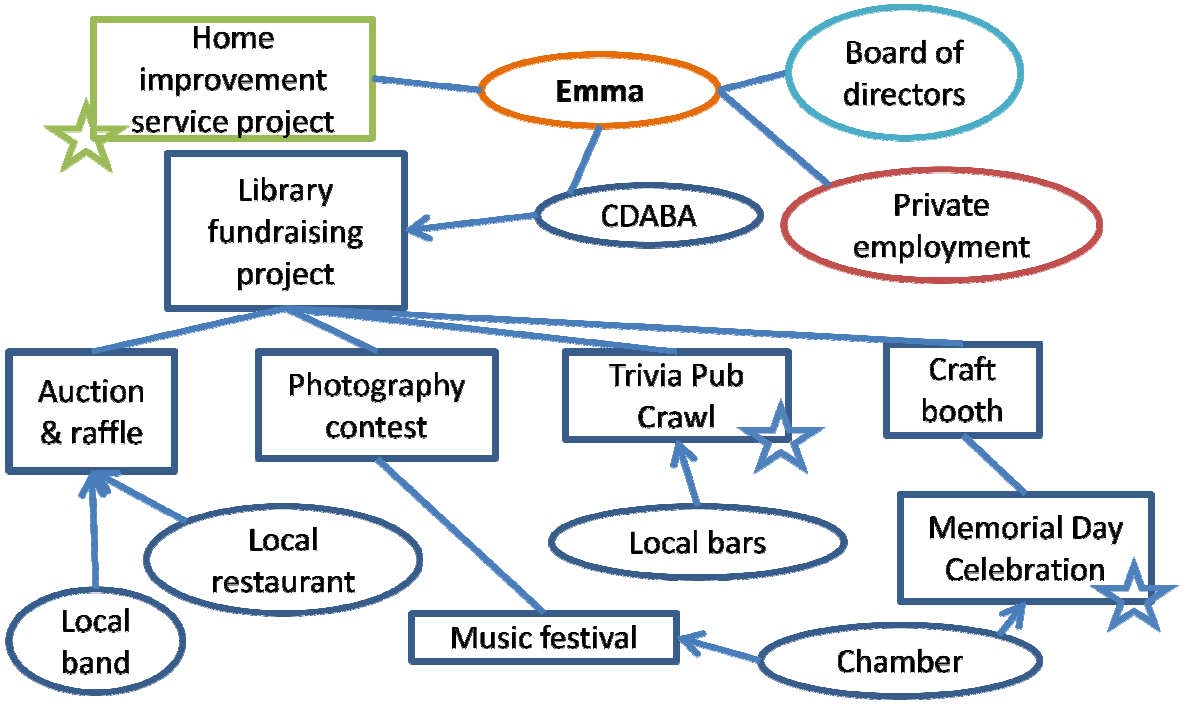
In this particular example, Emma, a Leadership Program participant, serves on the fundraising subcommittee of the Reedsport branch of the Douglas County Library. The city owns the structure that houses the library and is responsible for its maintenance. When the city did not have the funds to make structural repairs and other updates, local organizations became involved.

A Friends of the Library group had been raising funds to repair the partial collapse of an exterior wall. The organization was small and their fundraising efforts were taking a considerable amount of time. Through the Leadership Program, this organization received the support of new members with new skills and networks. After the CDABA organization finished working on the Pacific Auditorium project as part of the first cohort's Leadership Development class, the organization held a community-wide meeting facilitated by Rural Development Initiatives (RDI) to select another community project. The meeting represented another way that CDABA

desired to be inclusive, and the group invited members and non-members to submit project ideas. RDI had been responsible for training members in the Leadership Development cohorts and the group used similar procedures to narrow all of the entries to a single project. The library renovation was selected. Members of CDABA joined the Friends of the Library's efforts and divided into specialized subcommittees.

As a member of the fundraising committee, Emma helped brainstorm and implement a number of fundraisers in the community. Figure 3 lists four separate fundraisers: a raffle and auction featuring local musicians at a local restaurant, a region-wide photography contest, a trivia challenge, and a craft booth at the town's popular Memorial Day celebration. All of these fundraisers have involved partnering with other organizations to co-sponsor or contribute to a portion of the event. Some of the fundraisers have occurred at broad-based community events which draw individuals and organizations from across the community (denoted by stars in Figure 11). One event Emma and other members of the subcommittee created was a Trivia Pub Crawl. The event required the subcommittee to form partnerships with multiple restaurants and bars in the community. The subcommittee also asked community members to sign up in teams. The teams competed in a roving competition that brought groups from bar to bar in the community answering trivia questions. The event was so popular in March that the group decided to hold a second Oktoberfest-themed event. This is an example of a fundraiser that also builds relationships in the community.

Figure 11: Emma Uses Networks Primarily through a Project to Change her Community



Emma's involvement in the library renovation fundraising has led her to work collaboratively with other organizations and individuals in the community to stage a number of different fundraisers. These events have built new networks and strengthened existing networks among the organizers of the events and the attendees.

Impacts of Using Networks

The case study provided an exploratory way to analyze how Leadership Program participants create and use networks. Every time an individual is in contact with another individual, there is some resulting impact. The strength of the relationship between the two individuals may be improved or diminished or they may trade knowledge or services affecting how they interact in the future. Connections between two individuals which produced a personal or community impact were the focus of this analysis. Additional networking impacts are also discussed in Section 4 which focuses on organizational outcomes and organizational impacts arising from the influence of the Leadership Program on participants who act within or outside of networks.

Examples of how individuals have created impacts from networks include both personal benefits and three types of community benefits: new community projects, increased civic engagement, and unaffiliated community impacts.

Personal Benefits

A few interviewees gave examples of how they had personally benefited from meeting new people in the Leadership Program. Two cohort members became married and another found a renter for a second home. A youth participant found a summer job working for another cohort member's business. Newcomers to the community spoke about how the program helped them meet people, and three individuals said they had made close friends through the program.

Networks Facilitate Projects and Projects Solidify Networks

The design of the curriculum helped many participants see the value of networking through the Leadership Development cohort project. As both hub communities were among the first to enter the program, Coastal Douglas started in 2004 and Wallowa County started in 2005, the first cohort was given $10,000 if they raised an additional $10,000 match. The following cohorts in both communities were given $5,000 if they raised an additional $5,000. Depending on the scope and details of the project, some cohorts created more networking bonds within the cohort and other community members than others.

Wallowa County's first cohort implemented Artist of the Month, a project which provided art education classes, taught by local artists, in all of the county's school districts. The project was organized by relatively few cohort members but required coordinating and forming networks with the artist community in Wallowa. After the yearlong project was completed, two local organizations continued to use those built networks and offered additional art education classes. The project also built new relationships between artists and students, and some of these students have started taking private art lessons.

Coastal Douglas' first cohort decided to renovate the high school auditorium. The school district had lost its drama department and was using the space for storage, but the cohort members decided that the community should use its only auditorium venue. The project required

extensive labor involving many members of the cohort and an estimated 50 volunteers from the community at different points. The project also required the group to form partnerships with the city, which donated some services, and the school district, which agreed to maintain and use the auditorium in the future. The completed auditorium is now used equally by school and community functions. This has allowed the community to become more involved with the school and to offer larger indoor events than previously possible.

The second Wallowa County cohort did two sign projects at the fairgrounds. One sign stands at the entrance of the fairgrounds; the second is a reader board that details upcoming events at the fairgrounds. Participants remarked how the sign has helped make the whole community more aware of all of the events hosted at the location. At the same time other groups in the county were working on improving the fairgrounds and cohort members felt the collective energy from the different projects really helped the organizations involved.

> *"There is a lot of rejuvenation going on and a lot of different groups are pitching in and talking to one another about well we could do this part if you could do that part."*

Having several organizations working on a single project allowed the groups to expand their networks even farther.

The second and third cohorts in Coastal Douglas refurbished city parks. In one case, a cohort member involved the children in her after-school program to make hand-painted tiles. Others in the cohort remarked that there has been an increased pride in the community around the improved parks. When the $10,000 did not cover the full costs of playground equipment, members of the second cohort formed a subcommittee, continued to work together, and were able to install playground equipment after the initial project funding was completed.

The third cohort in Wallowa County installed bike racks around the community. Although the project was satisfying to members, it was recognized that it was not a very labor intensive project and not many stayed engaged through the end of the work.

> *"The majority of us did very little after the project was chosen. Maybe half of us attended quite a bit and were involved, but like normal some were the heavy workhorses who got the project finished. Which in a sense is an issue of efficiency, it doesn't take all of us to get bike racks up."*

The cohort projects produced different numbers of networks among the cohort members and the community. The larger projects in the first cohorts created more networks. Projects that were more labor intensive, had more people remain involved from the cohort class, and attracted more community volunteers positively influenced the formation and utilization of networks. Cohort members also used and created networks as they raised the necessary funds for the projects. Some of the fundraisers involved hosting community events, grant writing, or a letter writing campaign.

The Leadership Program's Community Collaboration segment, which takes on a different form in every community, created networks in the two case study communities. In the Coastal Douglas hub, the community held a meeting to choose projects on which to work. In the end the group decided to work on two separate projects and formed teams by area of interest. One team included a partnership between the Garden Club and the city to construct a brick wall, a new town sign, and to landscape. The second team's project involved educating the community about an upcoming $10 million bond for the school. The bond involved many people in the community who were not engaged with the Leadership Program and passed by a slim margin. In Wallowa County, the group started an "Interesting Women" dinner series. Individuals broke into groups and invited women in the community to dinners held in rotating homes. The purpose of the dinners was to encourage dialogue and new relationships.

Projects allow people to deepen their relationships and develop a stronger bond that might encourage further collaborative endeavors. Community projects are also an outlet that allow individuals to use their skills and talents. This exposure to fellow cohort members might create a networking opportunity as others notice and appreciate those skills. Seeing a proven track record of project development can reduce the hesitancy of community members who are otherwise unfamiliar with an individual or organization. Projects can also facilitate skill

development among members. In one example, a cohort member taught two other cohort members grant-writing skills through their cohort project fundraising.

> *"When they see you actually in more of a work type of environment where it is a project that needs to get done, then they are like 'Oh.' I think just by default, being out there and being exposed to 30 other people and they talk to two people and so on and so on, you start to get more involved."*

Through Leadership Development and Community Collaborations, the Leadership Program gives participants in the opportunity to work on a community project which could require forming community networks or could lead to future networks.

Networks Improve Community Connectedness

Networks are strengthened with interaction, but must begin with individuals sharing an awareness of their skills, knowledge, and presence. Some individuals may not have yet contacted another Leadership Program participant for information or for aid on a personal, work, or community project. However, becoming more aware of individuals, organizations, and interests in the community can change how individuals view themselves and their communities. Being involved in community events can make an individual feel more connected to his or her community and have an improved opinion of the community. One participant expressed that the program allowed her to feel connected than she had been previously.

> *"One of the biggest things for me in the Leadership Program was the connections. I had lived here for quite a few years before I took the class but the people that I met in the class I had a really strong connection with and that has helped in not only the job but there are people that I know in bowling and people in the community. It has really made me feel more connected to the community."*

The program encourages participants to think about how people, regardless of previous leadership skills, can contribute to their community. In some cases this awareness has already led participants to form new networks.

> *"[As a result of the Leadership Program training] I gained confidence…because I realized I had something to offer. It kind of showed me that every individual has a set of skills and experiences in their life, and that you can, if you are brave and lay those out for others, let them know what you can do and what you're willing to do, that can enhance I guess, the work of other people."*

"The Ford class teaches you a lot about how you can offer something to someone else instead of just asking for things, and so that's how that partnership has grown."

Even if participants have not used their networks, whenever the program increases an individual's opinion that they have something to offer their community, the program increases the potential that individual will become engaged in the future.

Unaffiliated Community Outcomes

Cohort members have also used their Leadership Program contacts to spread the word about upcoming opportunities for the community to provide public input. This is an example of how networks can be self-perpetuating. When an individual reaches out to find others in the community who share a common concern these individuals have the chance to work together and accomplish more collectively. If the participants find value in participating within that network, then they may be more likely to respond in the future, use the network personally, or invite others to become involved on selected issues.

In Wallowa County, Matthew, gave examples of how he has twice used his network of fellow cohort members to mobilize public input on two contentious issues – expansion of the Joseph airport (by the state aviation association) and a zoning change proposed by a developer to build large estates on land not currently zoned for residential use. In the first example, a good turn-out at the meeting allowed the community to have a productive dialogue with the state agency and express their concern over airport expansion which might alter the rural nature of their community. In the second example, the courthouse was full of people testifying against the proposal and it was defeated. Matthew was pleased with the outcomes in both cases and said he would do the same thing again when another community issue of significant value came up. The community networks he made through the Leadership Program have helped him gather a collective response from the community.

In another example, a past participant who recognized a community need organized 15 members of the community to attend a city council meeting. The group requested an exemption to the community center's rules to allow a private business to offer dance classes in

the facility. The city council granted the request and the dance class has been well-attended, allowing many attendees to meet new people and reconnect with others. This is an example of someone who learned about the importance of networks from the Ford Institute Leadership Program and who has used her networks to provide a community good.

The program's recruitment strategy provides an opportunity for cross-generational interaction. This has led to an increased awareness of inter-generational issues and some inter-generational networking after the program was completed. In one case, an adult Leadership Program participant worked with high school youth to help them complete community service hour requirements for graduation. In another example, an adult participant decided to volunteer to help high school seniors apply for college scholarships. Youth participants also went on to take leadership roles in training future cohorts.

The program provides an opportunity for members of all ages within the community to work together and to learn from one another. Adults have become motivated to be more involved in the high schools and youth have had an opportunity to take a leadership role in their community and to be both peers and teachers to adults, thus have been able to interact with adults in non-customary ways.

Missed Opportunities for Networking

Within Private and Public Businesses

Some organizations and business establishments within the communities had multiple staff members participate in the Leadership Development (LD) program. However, in many of these occurrences, respondents who work with other LD cohort members have not used this common knowledge among co-workers to take on new initiatives. Although these participants already know each other and work together through their jobs, this is a missed opportunity for networks to be leveraged in a way which could produce larger community impacts. One respondent noted that she and her fellow co-workers were thinking more about organizations with which they were involved with, rather than their place of work, with respect to how they could apply their leadership skills. It is possible that some participants who wish to apply their

leadership skills find better opportunities outside of their place of employment to network regardless of the presence of fellow participants in their workplace.

Cohort-to-Cohort Relationships

The Leadership Program is not currently designed to facilitate cohort to cohort interactions or to engage Effective Organizations or Community Collaborations participants with Leadership Development participants. While the third cohort in Wallowa County organized a dinner and invited members of cohorts 1 and 2 to attend, unless a community member decides to become a trainer he or she might not interact with others in the community who have this shared experience outside of the people in his or her class. Simply knowing another community member participated in the training might not be enough to encourage engagement; however, it would presumably create a beneficial common ground of understanding between individuals as they approach community projects.

Timing and Lifecycles

Leadership Program participants mentioned not being as involved in their community as they would like because of their current schedules. Some people have taken on additional job responsibilities, others are currently focused on raising their children, or are adjusting to a recent retirement. Three respondents admitted not being able to remember many of their fellow cohort members as some time had elapsed since the experience. Networks deteriorate more quickly for some people than others, and deterioration can occur faster among those who are not engaging with the people they have met.

People Leaving

People leaving their community also negatively affects community networks and their potential impacts. The effect of out-migration was not rigorously studied in the case studies, but was mentioned by several community members in both places as they related to losing individuals with whom they were working as a part of the Leadership Program. Seven individuals in the two hub communities were identified as having permanently moved away since the Leadership Program began in the two hubs. Other former participants are temporarily outside of the community to attend college, but they may or may not return.

People leave their communities for a number of reasons and their departure can disrupt networks, thereby potentially damaging organizational operations. The knowledge of an organization's past and the procedures for accomplishing the core functions of organizations can sometimes reside with only a few members. Often there are not procedures in place to transfer institutional knowledge, about how to get things done in the community, when people do leave. The case studies found that four organizations in Coastal Douglas and one organization in Wallowa County had been negatively affected after members left. For example, Reedsport lost the local Kiwanis' after the paper mill closed; the club was primarily made up of mill employees. A peace and justice organization was shuttered after several members defected to Canada during the Bush presidency. A performing arts group is seeking to fill the void left by a husband and wife who were both active in the group. An organization started by four Leadership Program graduates in Wallowa County has survived the loss of one of the founding members but struggles to meet monthly financial obligations. Out-migration doesn't always terminate or reduce organizational activity. When the creator and chief organizer of a popular new community event moved out of the community, others stepped up and have kept the collaborative fundraiser alive and growing.

Networking Summary

The case studies provide some insight into how Leadership Program participants are using networks within their communities. The Leadership Program appears to have increased the quantity and diversity of networks for some participants in the two communities. This has allowed participants to build two types of network ties, bonding and bridging.

The case studies also found evidence that participants use their networks to improve the ways they work in organizations, perform their jobs, and complete community projects. Participants using networks have found both personal and community benefits. Among the observed community benefits, cohort projects have used various networks depending on the scope of the project, the labor requirements, and the fundraising tactics. While building and using networks, participants have also felt more connected to their communities, and participants

have used networks within their communities to meet collective interests outside of organizations. Finally the interviews with former Leadership Program participants suggest that networking activities are limited by a lack of cohort-to-cohort relationships, changes in participants' ability to be civically engaged, and people leaving the community.

4. Does the Leadership Program build strong, community-oriented, and collaborative community organizations?

The intention of the Ford Institute Leadership Program is to have a positive impact on individuals, organizations, and communities. In order to influence the trajectory of organizations, the Effective Organizations (EO) training is offered in communities during the second year of the Leadership Program. The training focuses on teaching skills in strategic planning, organizational leadership and governance, as well as resource development and management. The logic of the program follows that if participants in the Effective Organizations training successfully increase their skills in these areas, then the organizations in which they work or volunteer will improve along these dimensions as well. Given this logic, it is important first to understand the extent to which Effective Organizations training participants improve their skills and knowledge in the areas targeted by the training. In subsequent analyses, it will be appropriate to ascertain the extent to which these participants (if they have improved their skills in these areas) have influenced their organizations.

In order to understand the extent to which participants in the Effective Organizations training increase their knowledge and skill in organizational strategic planning, organizational leadership and governance, and organizational resource development and management, data collected from fall and spring 2009 and 2010 Effective Organizations participants will be relied upon.

Outcomes of Effective Organizations Participants

The Leadership Program aims to help organizations improve their capacity to accomplish their mission, increase their contributions to the community, and increase their collaboration with other organizations. To develop this capacity, the Effective Organizations training focuses on increasing the skills of individual members of organizations who can then apply them in their organizations. Specifically, participants are exposed to information about strategic planning, resource management and development, and operational leadership. The Effective Organizations outcome survey was designed to gauge the extent to which knowledge is gained by participants as a result of the training. In addition, the survey provides some preliminary

insight into the changes participants think they will make and changes they think will occur in their organizations as a result of the training.

The following questions were asked of the 2009 and 2010 Effective Organizations participant sample data. These questions correspond to the training's intended immediate impacts:

- Do Effective Organizations participants improve their capacity to accomplish their organizational mission?
- Do Leadership Program participants plan to apply their knowledge of organizational management?
- What effects do participants anticipate for their organizations?

In prior reports, these impacts were assessed only among the 2009 EO participants. In 2010, the combined 2009 and 2010 EO samples were examined in the same way and the findings remained substantiated with the larger sample size. In the following sections, the findings that were established in the earlier analysis and maintained based on the pooled 2009 and 2010 data are summarized. In some cases, however, additional analyses were conducted to reveal different nuances than were explored in prior evaluation years. These findings will be discussed more fully in this report. The methods used for collecting and analyzing these data via the Effective Organizations background and outcome surveys were described on pages 13-17.

Descriptive Characteristics of Effective Organizations Participants

In the 2009 Leadership Program evaluation report an extensive discussion of the characteristics of Effective Organizations participants was provided. In 2010, despite the larger sample size of the EO participant population, there were no significant differences between the attributes of 2009 participants and the combined 2009 and 2010 population. Therefore, only a summary of the background characteristics of participants is provided here:

- The majority of participants (70%) were female
- The average age of participants was 54
- The racial and ethnic composition of the training matched that observed in rural Oregon

- The majority of participants (66%) had an Associate's degree or higher
- The majority of participants were employed for pay, but over a third were not employed or not seeking work
- One out of four participants was self-employed at the time
- Many participants held one of the following four occupations: Education, Training, and Library, Community and Social Services, Office and Administrative Support, and Management
- 13% of participants held public office as appointed or elected officials
- Three out of five participants had some prior leadership training or organizational management education experience
- The majority of Effective Organizations participants were involved with one or more organizations as members or volunteers
- Most participants held some position of authority in the organization in which they were most likely to apply any new skills learned in EO training
- Three-quarters of EO participants were the sole representatives of their organizations at the training

Do Effective Organizations participants improve their capacity to accomplish their organizational mission?

The capacity of individuals to accomplish the missions of their organizations depends on their knowledge, capacity, location in the organization, and other factors. Those who lack knowledge in organizational management, regardless of their desire to affect change in this area, will not have the capacity to help an organization accomplish its mission. The Effective Organizations outcome survey provides insight into the extent to which participating in the training increases the knowledge of individuals to accomplish organizational goals.

Increased Organizational Knowledge

The Effective Organizations outcome survey collected information on 20 items of organizational management. For each item, respondents scored their knowledge pre-training and post-training on a scale of one to four, where one was I was "not knowledge," two was "somewhat knowledgeable," three was "moderately knowledgeable," and four was "very knowledgeable." Nineteen of these items were grouped into three separate categories of concepts (see Table 4).

Table 22 lists means and standard deviations of participants' pre-training and post-training knowledge for each of the three organizational management knowledge concepts. In addition, the Cohen's *d* statistic and the difference score (post-training knowledge minus pre-training knowledge) are provided.

Table 22

Pre to Post Change in Knowledge Concept Groups							
		Pre/ Before		Post/ After			
	N	Mean	SD	Mean	SD	Difference	Cohen's *d*
Strategic Planning	218	2.32	0.65	3.36	0.50	1.04	0.74
Operational Management	216	2.05	0.72	3.10	0.57	1.05	0.71
Resource Development & Management	218	2.01	0.63	3.03	0.57	1.02	0.71
Knowledge Overall	**218**	**2.12**	**0.62**	**3.16**	**0.49**	**1.04**	**0.76**

Dependent t-tests were used to calculate significance levels. **All results were significant at $p < .05$**, indicating that there is a statistically significant difference between the means for the pre-test and post-test. Cohen's *d* statistic greater than .40 indicates a moderate effect. Scale ranged from 1 to 4, where 1 was I was "not knowledge," 2 was "somewhat knowledgeable," 3 was "moderately knowledgeable," and 4 was "very knowledgeable."

Table 22 indicates, comparing pre-training means to post-training means, participants increase their knowledge of operational management, strategic planning, and resource development and management about equally as a result of the EO training (by about 1 point on the 4 point scale). In addition, participants rated themselves as moderately knowledgeable in each of these areas at the conclusion of the training, though knowledge of strategic planning was rated highest of the three. See Appendix 15 for the pre to post means and Cohen's *d* statistics for each individual knowledge item.

The 2009 and 2010 data, as well as information gathered from past Leadership Program participants via the community case studies, point to benefits of the training beyond knowledge gain. Many participants expect increased knowledge to translate into being more effective in their organizations, and some plan to share what they learned at the training with others in their organizations. Effective Organizations training participants reported gaining confidence to use organizational management tools and a readiness to do so, which will likely have a positive impact on individual's future application of skills. In addition, training participants gained access

to new people and organizations at the training with whom they can collaborate in the future. In fact, for many who did not report gaining new knowledge as a result of the training, the main impact of the Program on them was their expansion of networks in the community. In the words of one interviewee:

> *"To me the most valuable part of the training was being introduced to new people. There were people that I wouldn't have ordinarily been able to meet because we didn't have the same social group we didn't really intersect in work, so that continues to be one of the more important reasons that I stay involved."*

Finally, the training appeared to help some individuals grow on a personal level. Individuals learned which of their personal assets they could capitalize upon and which weaknesses they could develop using tools or insights gleaned from the training.

Do Outcomes Vary by Attributes of Participants?

Overall, many 2009 and 2010 EO participants reported gaining knowledge in strategic planning, operational management, and resource development as a result of the Effective Organizations training. While most participants reported moderate gains in knowledge, there was some variation in outcomes across individuals. Stepwise Ordinary Least Squares (OLS) regression techniques were used to understand the extent to which individual characteristics limit or facilitate the impact of the EO training on the knowledge and behaviors participants say they are likely to do. In this analysis, the outcome was defined as the extent to which participants' knowledge changed as a result of the training. Factors related to individual participants included in the analysis were: participant's age, gender, race/ethnicity, employment status (including whether retired or self-employed), education (Associate's degree or higher), family income, previous leadership experience, experience as an elected or appointed official, the number of organizations which participants listed being involved (up to six), the average hours worked in these organizations per month, and region (east of the Cascades versus west of the Cascades). [4]

[4] The 2009 and 2010 Effective Organizations training hub communities that were considered east of the Cascades were: Chiloquin, Harney County, La Pine, and Pendleton. The other ten hubs included in this analysis were designated west of the Cascades.

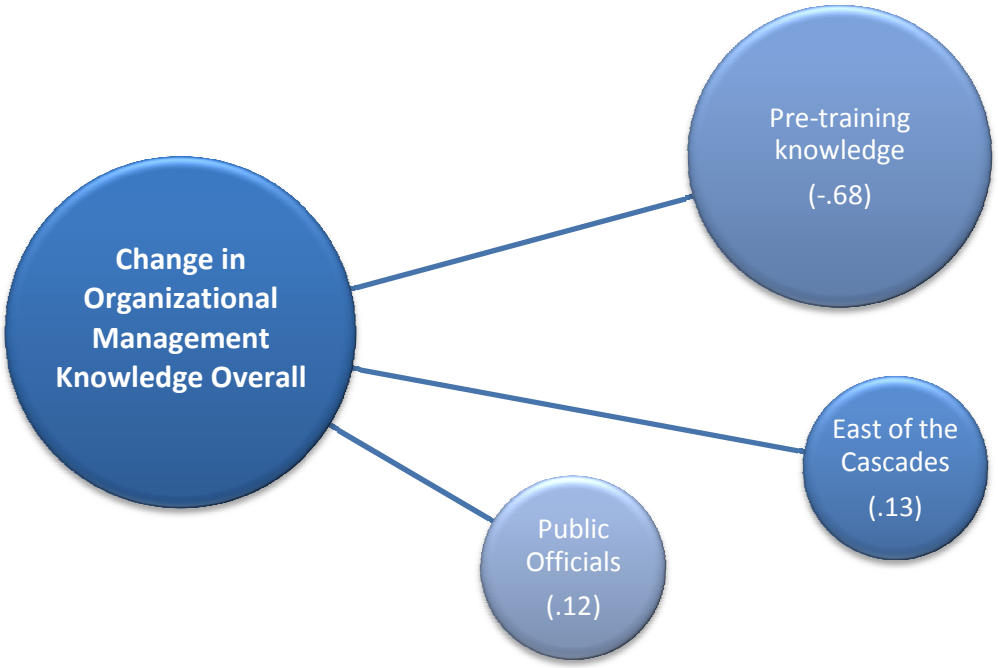
In the following figures, the size of the colored bubbles corresponds to the amount of variation in the dependent variable (variable listed in the central circle) that can be explained by each independent variable (variables in the outer circles). Therefore the larger the outer circle, the more that particular variable is associated with the central variable. Regression coefficients are reported as betas, which are standardized to be on the same scale (standard deviation units), allowing for comparison of effect size. To facilitate interpretation, betas were either converted to unit changes (points) or reported as unstandardized coefficients (B) in the discussion of some variables. Unstandardized coefficients (B) represent the point-based effect of the variable on the outcome. Appendix 16 lists the standardized coefficients (betas), standard errors, and unstandardized coefficients (B) for the significant individual and class characteristics. Only the regression models and the independent variables that were significant at the $p < .05$ level or better are reported in the following sections.[5]

Overall Knowledge in Organizational Management

Figure 12 displays the results of the OLS regression of individual characteristics on overall organizational management knowledge change as a result of the EO training. Overall organizational management knowledge is the average of all 20 items from the organizational management knowledge section of the EO survey. In this model, three factors were significantly related to perceived changes in knowledge about organizational management as a result of EO. Pre-training knowledge, region of the service area, and public official status predicted the extent to which EO changed people's overall knowledge. This model explained roughly 46% of the variation in knowledge change scores across participants, which is a good percentage for social science research. Figure 12 displays the size and direction of the associations between these factors and the outcome variable. In each outer circle of the diagram the standardized effect (β, or beta) of the variable on the outcome variable, in the center, is displayed. The size of the circle corresponds to the relative size of the variable's effect.

[5] The significance levels used are .05, .01, and .001, indicating that one can be 95%, 99%, and 99.9% confident that the true population value indeed differs from zero as the model indicates.

Figure 12: Results of OLS Regression on Change in Overall Organizational Management Knowledge



Note: OLS regression analysis used to determine if individual characteristics predicted change in knowledge. Only items that were significant at $p < .05$ are included. Beta (β), reported above, is the standardized coefficient (expressed in standard deviation units). N = 201. Age was also included as a control in this model, but it was not significant at $p < .05$

Pre-Training Knowledge

Figure 12 shows the size and direction of pre-training knowledge on participants' overall change in knowledge. This variable was associated with the largest effect of the three significant variables on change in organizational knowledge. For each standard deviation unit increase in pre-training knowledge (.62 points), participants experienced .68 standard deviation units (.58) less of an impact of the training on their knowledge overall. Where the scale of potential change ranges from -3 to 3, 68% of .58 points can be considered a substantively small effect size. Though small, the effect indicates that, on average, people who came to the EO training feeling that they knew a lot about organizational management reported slightly less knowledge change than that experienced by people who came to the training with less knowledge. Conversely, this also means that slightly greater effects of the EO training on this type of material were felt by people who knew little about organizational management before the training. These results are not surprising, as those who come in with high knowledge of organizational management cannot gain as much as those who come in with low knowledge.

Region

Region of the service area was also found to be associated with participants' knowledge of overall organizational management. Those who were east of the Cascades indicated learning slightly more from EO than those who were located on the west side, regardless of their level of knowledge before the training, status as a public official, and age. More specifically, participants located east of the Cascades reported a .17 point higher change in knowledge of overall organizational management on the 6 point change scale (B coefficient).

Public Official Status

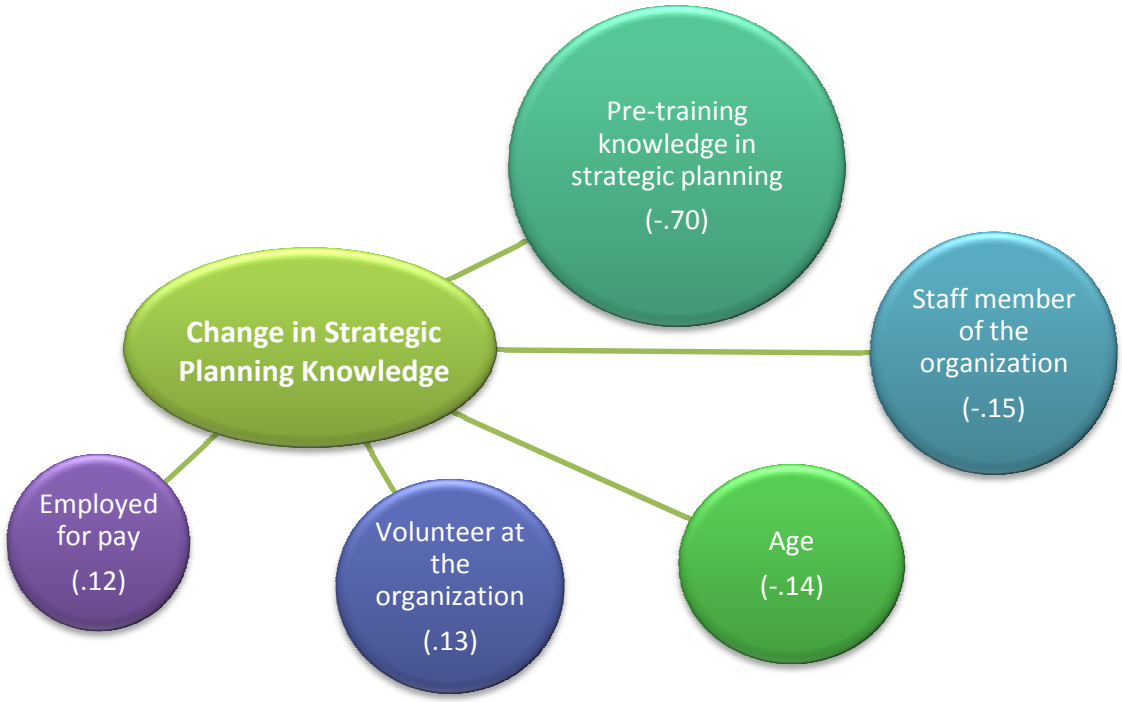
Public official status was also a significant predictor of organizational knowledge change. Public officials reported learning a little more from the EO training than their peers who did not hold public office, all else constant. This may be due to differences in the perceived relevancy of the EO training content to public officials, which motivated them to pay closer attention to the material and thus learn more. Alternatively, the difference may be apparent because public officials inflate their reported knowledge gain to express their appreciation to the Foundation for the EO training or to demonstrate more dramatic effects of the training on them in order to please the Foundation. This latter explanation potentially exists for other groups of people found to be more likely to realize a gain from the training than others. It is impossible to determine the extent to which this biasing of responses may be true, however, given the current data. It may be necessary, at a later date, to examine the extent to which social desirability affects people's responses to the survey. At this point, it is only possible to make note of the fact that, for whatever reason, certain types of people report greater changes in their knowledge as a result of the training.

Knowledge of Strategic Planning

Overall organizational management was subdivided into three concept groups for the purpose of data analysis. Knowledge of strategic planning is the first of the three that will be discussed here. Figure 13 displays the five statistically significant variables that were associated with the extent to which participants' knowledge of strategic planning changed as a result of the EO training: pre-training knowledge of strategic planning, being a staff member at the organization

in which they said they were most likely to apply what they learned at EO, being a volunteer at the organization, age, and employment status. These five variables emerged as significant from the stepwise regression analysis and the model was re-run to include a larger number of survey respondents and to include the necessary comparison categories that made up the "role in organization" categorical variable. This final model explained approximately 58% of the variation in survey respondents' reported change in strategic planning knowledge.

Figure 13: Results of OLS Regression on Change in Strategic Planning Knowledge



Notes: OLS regression analysis used to determine if individual characteristics predicted change in knowledge. Only items that were significant at $p < .05$ are included. Beta (β), reported above, is the standardized coefficient (expressed in standard deviation units). N = 202. This model also controlled for being a paid director at the organization, being an unpaid director at the organization, being a board member at the organization, and having some other role at the organization.

Pre-Training Knowledge in Strategic Planning

From Figure 13, it is apparent that participants' levels of strategic planning knowledge before the training were negatively associated with their change in knowledge, holding other factors constant. Regardless of their age, role in the organization, and employment status, people who came to the EO training feeling that they knew a lot about strategic planning reported significantly less knowledge change than that experienced by people who came to the training

with less knowledge. Specifically, the model illustrates that for a one standard deviation unit (.65 points) increase in participants' pre-training knowledge their change in knowledge was .70 standard deviation units lower than their peers with less pre-training knowledge, where a standard deviation was .62 points. Conversely stated, slightly greater impacts of the EO training were felt by people who knew little about strategic planning before the training.

Roles in Organization

Figure 13 also reveals that regardless of participants' pre-training knowledge of strategic planning, the impact of the EO training was significantly associated with their roles in their organization. In particular, people who were staff members and volunteers at their organizations felt that their gains in knowledge were markedly different than board officers (the omitted category). Staff members felt their gains in knowledge were slightly less than board officers, while volunteers felt their gains were slightly greater than board officers. People in other roles in their organizations did not feel their gains were significantly different from those realized by board officers. It is unclear why these differences between people with different roles existed. Perhaps people in different roles perceive the applicability of the training differently and those who feel the content applies to them are more likely to learn the information. Unfortunately, the current data do not help parse this out.

Age

Age was significantly associated with participants' perceived gains in strategic planning knowledge as a result of the EO training. With respect to age, older participants felt they did not gain as much strategic planning knowledge from the training as younger people did. This is net of participants' pre-training levels of knowledge – a factor that one would expect to be related to age. So, regardless of people's pre-training knowledge of strategic planning, with each 13 year increase in age (the standard deviation for age), participants experienced .09 standard deviation units less of a change to their strategic planning knowledge. Though statistically significant, the effect of age is substantively negligible considering that the possible range of change is -3 to 3.

Employment Status

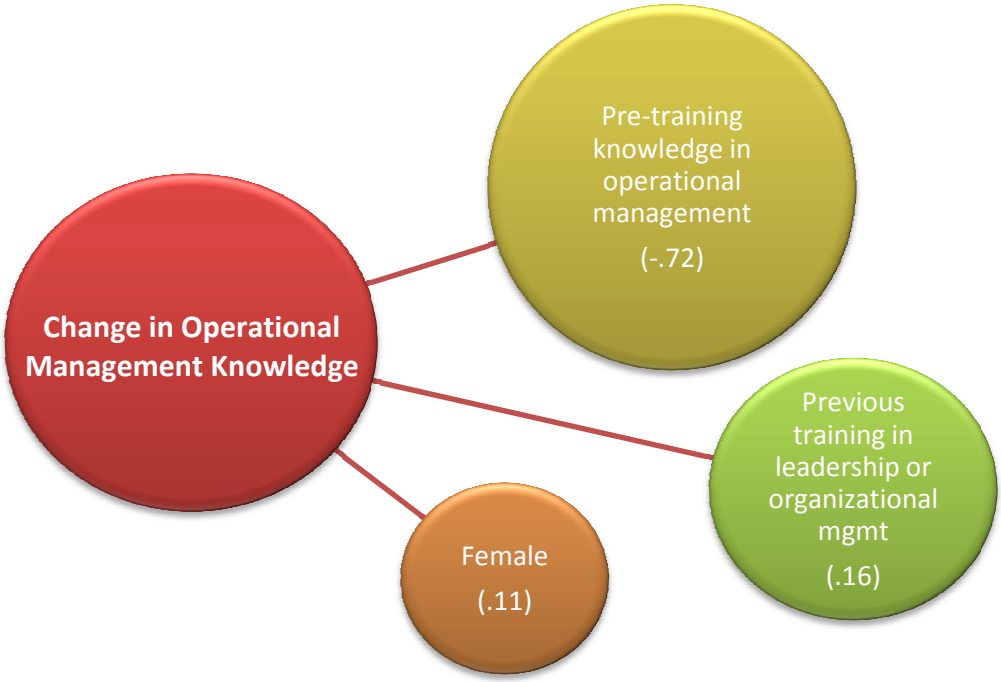
Those who were employed for pay felt they gained slightly more from the training than those who were unemployed or not in the labor force. It is possible that employed participants felt information about strategic planning was relevant in the organizations in which they worked, regardless of its nonprofit status. Those who are unemployed or not seeking paid work may find it more difficult to imagine multiple settings in which information about strategic planning is relevant. Those differences in perceived relevancy may motivate people to learn and retain different amounts of information that they are presented at the EO training.

Knowledge of Operational Management

The second organizational management knowledge concept group analyzed was operational management knowledge. Figure 14 displays the significant variables of the regression model of gender, role in the organization, previous organizational management training, and pre-training knowledge of operational management on the amount of change participants experienced in their knowledge of operational management. Of the four explanatory variable concepts included in the model, only three emerged as significant at $p < .05$. This model explained about 48% of the variation in participants' change in operational management knowledge pre to post training. Here again, in each outer circle of the diagram the standardized effect of each variable on the outcome variable in the center is displayed (β, or beta).[6] The size of the circle corresponds to the relative size of the variable's effect.

[6] See Appendix 16: OLS Regression Results – Organizational Knowledge Change, for a table of the standardized beta (β) and unstandardized B coefficients.

Figure 14: Results of OLS Regression on Change in Operational Management Knowledge



Note: OLS regression analysis used to determine if individual characteristics predicted change in knowledge. Only items that were significant at $p < .05$ are included. Beta (β), reported above, is the standardized coefficient (expressed in standard deviation units). N = 202. This model also controlled for being a paid director at the organization, being an unpaid director at the organization, being a board member at the organization, and having some other role at the organization.

Pre-Training Knowledge in Operational Management

As Figure 14 shows, pre-training level of knowledge was negatively associated with knowledge gain, which is consistent with previous findings. Those who knew more before the training reported smaller gains than those who knew less going into the training. More specifically, for each standard deviation increase in knowledge coming into the training, participants reported .72 standard deviation units less change in knowledge, as a result of the program.

Gender

As seen in Figure 14, being female was positively associated with knowledge gain, net of pre-training knowledge, previous training, and role in the organization. Females reported an average of .22 point more change than males completing the EO survey (B coefficient on 6 point -3 to 3 scale).

Previous Training or Education

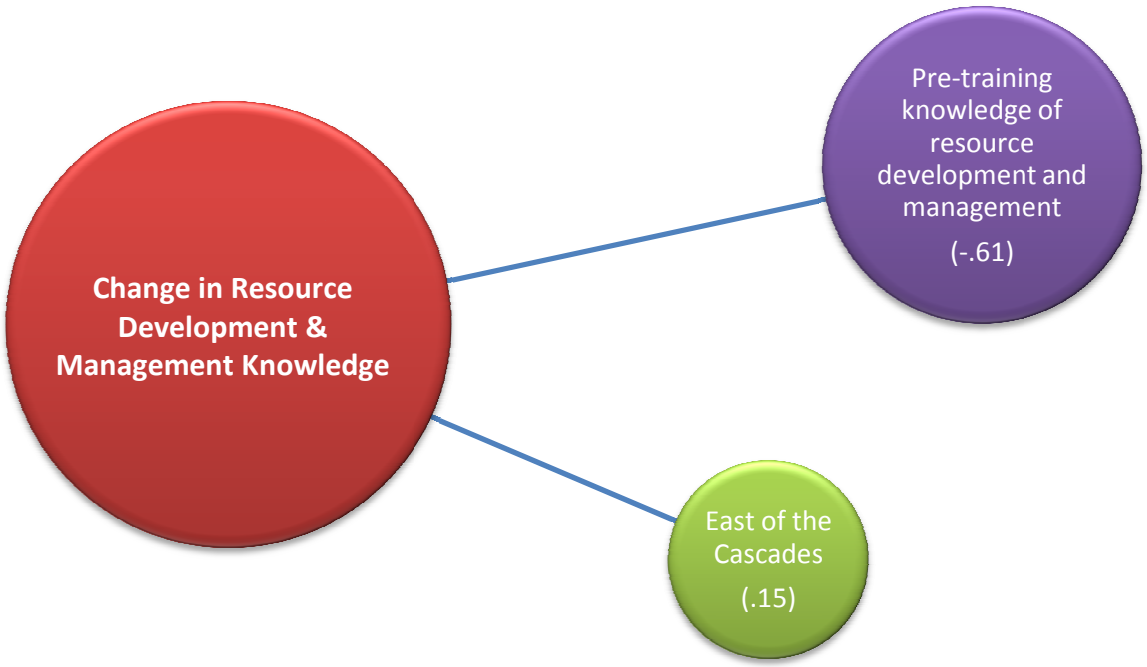
Having had previous leadership, organizational development, or nonprofit administration training was also positively associated with knowledge gain. Participants who had previous training or education reported slightly more change in operational management knowledge than those who had not had these previous experiences. Though the size of the effect is small, it is unknown why there would be any positive association. One might expect that individuals with this type of training would already know quite a bit about operational management of organizations, thus would be unlikely to gain a lot from the EO training. But this effect is net of pre-training levels of knowledge about operational management; that factor is being held constant in the model. This means that between two women with equal levels of knowledge about operational management before the training went through EO, if one had gone through some form of training in the past, she would likely get more out of the EO class in this topic area than her classmate without prior training.

Perhaps participants with past training experiences are more familiar with the ways in which organizational management topics are discussed, making them better able to absorb the EO training content and report greater knowledge gains. It is also possible that the trainings people reported having participated in (such as the Leadership Development class) do not touch on these operational management topics, so even with previous training their opportunity for significant knowledge gain to occur via EO would be possible. For these individuals, EO training would not be interacting with their prior education about operational management; instead their prior training experience may somehow be allowing or encouraging them to be more receptive of the EO training content. With increased motivation to learn about operational management, these participants might report slightly greater gains in knowledge than their peers. Though the reasons for the association between prior organizational management or leadership training on change in operational management knowledge are unclear at this point, the data reveal a small association between the two.

Knowledge of Resource Development and Management

The final organizational management knowledge concept group analyzed was resource development and management knowledge. In Figure 15, region (east of the Cascades versus west of the Cascades) and pre-training knowledge of the topic explain participants' change in knowledge about resource development and management. No additional variables were included in the model, as none were found significant in the stepwise regression. Despite their being only two variables in the model, the model still explained 38% of the variation in participants' change scores.[7]

Figure 15: Results of OLS Regression on Change in Resource Development & Management Knowledge



Note: OLS regression analysis used to determine if individual characteristics predicted change in knowledge. Only items that were significant at $p < .05$ are included. Beta (β), reported above, is the standardized coefficient (expressed in standard deviation units). N = 217. No additional controls were included in this model.

[7] See Appendix 16: OLS Regression Results – Organizational Knowledge Change, for a table of the standardized beta (β) and unstandardized B coefficients.

Pre-Training Knowledge in Resource Development and Management

The regression results indicate that, just like the other models, pre-training level of knowledge about this EO training topic was negatively associated with the impact the training had on participants' knowledge. Those who entered the training highly knowledgeable reported somewhat smaller gains in knowledge than those people who entered the training less knowledgeable. These individuals could still have reported high levels of knowledge at the end of the training, however.

Region

As seen in Figure 15, region of the state mattered to participants' perceived knowledge gain. Those who lived east of the Cascades felt they learned about .24 points more on the -3 to 3 knowledge change scale about resource development and management than their compatriots on the west side, all else equal (B coefficient). Though statistically significant, the effect of region is minimal, however, as demonstrated through the beta value of .15 standard deviation units (15% of .65 scalar points). This small regional difference may be due to the effect of trainers or the disparate relevancy of the topic between the two parts of the service area. Without more information, it is hard to know exactly why region yields differential results for participants.

Pre-Training Knowledge

This analysis revealed that pre-training levels of knowledge are consistently significant and important factors influencing the extent to which the EO training affects people. In a supplemental analysis, certain factors were found to be associated with the pre-training levels of organizational management knowledge (results reported in Appendix 17). In particular, board officers and members, people with high incomes, people with prior training or education in leadership or nonprofit administration, and people who work few hours per month in their organizations tend, on average, to start the training with slightly higher levels of knowledge than others. Though statistically significant, these factors were only weakly associated with pre-training levels of knowledge, thus they should not be used to drive changes by the Ford Institute for Community Building to the administration of the Leadership Program. The

information can merely help the Institute better understand the ways in which different types of people interact with the Leadership Program.

Summary

Data from 2009 and 2010 Effective Organizations (EO) participants reveal that the training has a moderate effect on their knowledge about strategic planning, operational leadership and management, and resource development and management. Conclusions reached based on the analysis of data from 2009 participants were substantiated with the inclusion of data from 2010 EO participants, and overall, people experience real, moderate, increases in their knowledge of organizational management. At the conclusion of the training, participants also report that they are moderately knowledgeable in all organizational management areas addressed in the training. If participants are able to use their knowledge and share their new skills about effective organizational management with their colleagues, then their organizations may become more effective.

This analysis of 2009 and 2010 data also showed that the EO training does not affect all participants equally. Though most participants leave the training knowledgeable about the topics covered in EO, not all have learned as much about it as their peers. For some training topics, one's role in an organization plays a significant part in limiting or fostering knowledge gain. For other topics age, employment status, region, gender, and previous training in leadership or nonprofit administration influence the extent to which participants feel they learned something from the training. Most importantly, the analysis revealed that consistently for all topic areas covered in the training, people who come to the training with little knowledge learned the most as a result. For those people who come to the training already highly knowledgeable about operational management, strategic planning, and human and financial resource management the EO training does not appear to increase their knowledge as much as people who are less knowledgeable. The training does give them the opportunity to network with people and learn about community topics they may not have had exposure to before, however, so in this respect the training may be highly impactful.

Do Leadership Program participants plan to apply their knowledge of organizational management?

Insight into the actions Effective Organizations participants plan to make as a result of their participation in the training was gained by examining responses to the second section of the outcome survey. In the second section of the survey, respondents were asked to indicate how likely they were to do 16 activities after the training as well as how likely they were to do these activities before the training. For each item, respondents scored their likelihood of doing activities pre-training and post-training on a scale of one to four, where one was "not likely," two was "somewhat likely," three was "likely," and four was "very likely." Dependent t-tests were used to calculate significance levels. All results were significant at $p < .05$, indicating that there is a statistically significant difference between the means for the pre-test and post-test. Cohen's *d* statistic greater than .40 indicates a moderate effect.

Analysis of the combined 2009 and 2010 data revealed that conclusions reached about the ways in which participants plan to apply their knowledge of organizational management in 2009 were correct. EO participants report that they leave the training highly likely to implement many of the strategies and activities within their organizations, and that this level of likelihood is an improvement to their likelihoods before the training. Table 23 lists means and standard deviations of participants' pre-training and post-training likelihoods of doing organizational management activities and collaborating, in addition to the Cohen's *d* statistic and difference score (post minus pre).

Table 23

Pre to Post Change in Behavior Concept Groups							
		Pre/ Before		Post/ After		Difference	Cohen's *d*
	N	Mean	SD	Mean	SD		
Organizational Collaboration	214	2.29	0.80	3.26	0.56	0.97	0.61
Organizational Management Behavior Overall	**214**	**2.39**	**0.67**	**3.43**	**0.43**	**1.05**	**0.74**

Dependent t-tests were used to calculate significance levels. **All results were significant at $p < .05$**, indicating a statistically significant difference between the means for the pre-test and post-test. Cohen's *d* statistic greater than .40 indicates a moderate effect. The scale ranged from 1-4 where 1 was "not likely," 2 was "somewhat likely," 3 was "likely," and 4 was "very likely."

As Table 23 indicates, comparing pre-training means to post-training means, participants increased their likelihood of using organizational management skills and engaging in organizational collaboration similarly as a result of the EO training (by roughly one point on the four-point scale). In addition, participants rated themselves, on average, a bit more than likely to do organizational management activities and collaborate with other organizations at the conclusion of the training, though their likelihoods of doing organizational management activities were rated slightly higher of the two. See Appendix 18 for the pre to post means and Cohen's *d* statistics for each individual behavior item.

While some activities emerged from the quantitative and qualitative data as more likely to occur than others, such as making improvements to the functioning of boards, updating strategic plans, and improving the way in which human and financial resources are developed and managed, overall, training participants plan to implement many elements of organizational management taught in the training. The data also show that participants experienced moderate changes with respect to their likelihoods of engaging in these types of effective organizational management activities as a result of the training. Thus the trainings have a demonstrable impact on participants, and they are likely to carry out the actions necessary to creating and sustaining an effective organization.

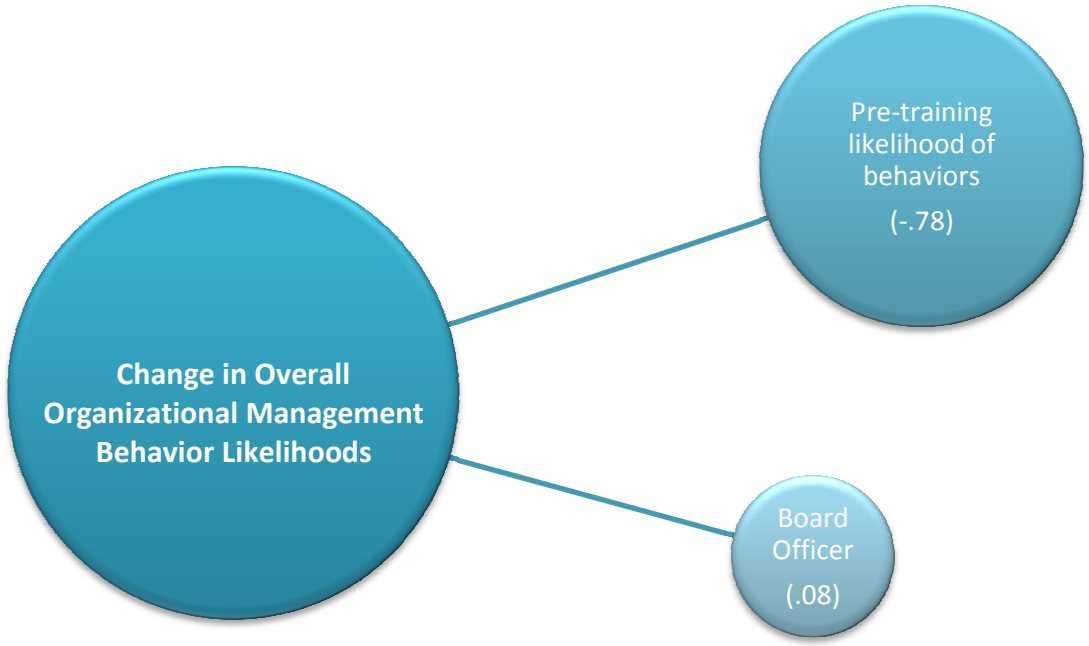
Do Outcomes Vary by Attributes of Participants?

To what extent these outcomes vary by attributes of individuals however, is a question that was not posed in the 2009 report. Using the combined 2009 and 2010 EO participant dataset to run Ordinary Least Squares (OLS) regressions, it is possible to ascertain the extent to which individual characteristics of people limit or foster an impact of the program on their behavior. Here impact is defined as the extent to which participants' likelihoods of action changed as a result of the training. For instance, the extent to which participants' likelihoods of collaboration changed. To understand the extent to which individual characteristics limit or facilitate the impact of the EO training on the behaviors participants say they are likely to do, stepwise Ordinary Least Squares (OLS) regression techniques were used.

Likelihood of Organizational Management Behavior

The first concept for which the factors explaining the variation in EO training impact will be explored is the likelihood of overall organizational management behavior. Figure 16 presents the results of the OLS regression of individual level characteristics on participants' reported changes in overall behavior likelihoods that remained in the final model of the stepwise regression. The model in Figure 16 explained a sizeable, 60%, of the variation in participants' perceived changes in their likelihoods of engaging in organizational management behaviors.[8]

Figure 16: Results of OLS Regression on Change in Likelihood of Overall Organizational Management Behavior



Note: OLS regression analysis used to determine if individual characteristics predicted change in behavior. Only items that were significant at $p < .05$ are included. Beta (β), reported above, is the standardized coefficient (expressed in standard deviation units). $N = 214$. This model also controlled for being a paid director at the organization, being an unpaid director at the organization, being a staff member at the organization, being a volunteer at the organization, and having some other role at the organization.

[8] See Appendix 19: OLS Regression Results – Organizational Behavior Likelihood Change, for a table of the standardized (beta) and unstandardized (B) coefficient values.

Pre-Training Likelihood of Behaviors

The pre-training likelihood of organizational management behaviors was a significant predictor of the extent to which participants felt the EO training affected them. For each standard deviation unit increase in pre-training likelihood (.67), participants experienced .78 standard deviation units (.62) less change in behavior likelihood as a result of the training. On the six-point behavior likelihood change scale of -3 to 3, 78% of .62 represents a small effect. Those who enter the training highly likely to engage in organizational management activities are unlikely to leave the training particularly affected by it, but they are still highly likely to engage in these activities after the training. By contrast, those who enter the training not highly likely to do these activities realize slightly greater impact of the EO training.

Board Officer

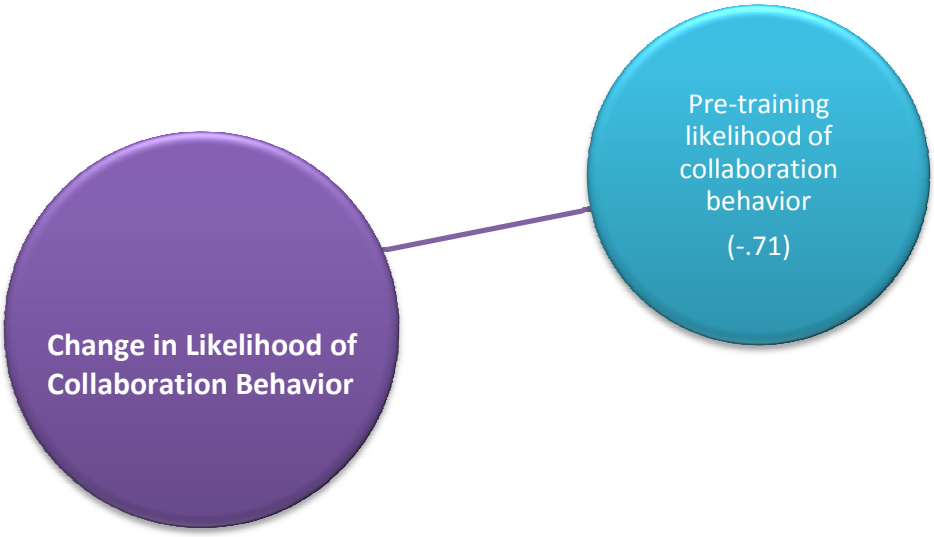
According to the OLS regression model in Figure 16, being a board officer was positively associated with participants feeling that their likelihood of engaging in organizational management changed as a result of the Effective Organizations training. The size of the effect is very small, however, as the beta value (.08) shows. Board officers tended to report .08 standard deviation units more change to their organizational management behavior than board members (the excluded category). On the six-point behavior likelihood change scale of -3 to 3, 8% of .62 points is a small value.

Likelihood of Organizational Collaboration Behavior

Next, the factors that were associated with participants' perceived changes to their organizational collaboration behavior are examined. For this topic, the stepwise regression technique revealed that only two variables were significantly associated with the extent to which participants felt the EO training affected the frequency with which they are likely to engage in collaboration: family income and pre-training behavior frequency likelihood. When the model was re-run, to include only those two factors and increase the sample size, only pre-training likelihood was significant; family income was no longer significant at $p < .05$. This model

explained a significant amount of variation in participants' change scores, namely 54%. Figure 17 presents the results of this regression model.[9]

Figure 17: Results of OLS Regression on Change in Likelihood of Collaboration Behavior



Note: OLS regression analysis used to determine if individual characteristics predicted change in behavior. Only items that were significant at $p < .05$ are included. Beta (β), reported above, is the standardized coefficient (expressed in standard deviation units). N=191. Family income was also included in this model as a control variable, but it was not significant at $p<.05$, therefore is not displayed here.

Pre-Training Likelihood of Collaborating

As Figure 17 shows, the association between pre-training likelihood of collaborating and participants' reported change in their likelihoods of collaborating is in the expected direction, but relatively small. Those who felt they were likely to collaborate often before the class did not feel that the EO training affected them greatly in this area, while those who felt they collaborated less often before the class left the class more changed in this manner. No other measured attributes of individuals appear to explain the variation in impact of the training.

Pre-Training Behavior

As the analysis of the factors related to changes in organizational management knowledge revealed, this analysis also indicated that pre-training levels of behavior are consistently

[9] See Appendix 19: OLS Regression Results – Organizational Behavior Likelihood Change, for a table of the standardized (beta) and unstandardized (B) coefficient values.

significant and important factors influencing the extent to which the EO training affects people. In a supplemental analysis, certain factors were found to be associated with pre-training levels of organizational collaboration and management behaviors (results reported in Appendix 20). In particular, board officers, people with high incomes, people with prior training or education in leadership or nonprofit administration, younger people, and people who are involved with many organizations tend, on average, to start the training with slightly higher levels of knowledge than others. Though statistically significant, these factors were only weakly associated with pre-training levels of behavior, thus they should not be used to drive changes by the Institute to the administration of the Leadership Program. The information should simply be used by the Institute to better understand the ways in which different types of people interact with the Leadership Program.

Summary

Data from 2009 and 2010 Effective Organizations (EO) participants reveal that the training has a moderate effect on their intentions to change their organizational management behaviors and collaboration. Conclusions reached based on the analysis of data from 2009 participants were substantiated with the inclusion of data from 2010 EO participants, and overall, people experience real, moderate, increases to their likelihoods of doing effective organizational management activities as a result of the training. If participants are able to implement the behaviors they said they hoped to, then their organizations may become more effective.

Though participants, on average, report that they are likely to implement the topics covered in EO, the training does not affect all participants equally. Participants, who reported that they were already likely to do these organizational management behaviors prior to the training, reported slightly less change in their expected behaviors than participants who were less likely to do these behaviors prior to the training. A small effect was also found for board officers, who reported slightly more change in their likelihood to do these behaviors than board members. A supplemental analysis revealed that some participants were somewhat more likely to enter the EO training and do certain activities than other people, but there were no factors that predicted this attribute systematically. Overall, the analysis revealed that some outcomes varied by

personal characteristics of Effective Organizations training participants, but they were very small in their effects.

What Effects Do Participants Anticipate for their Organizations?

In order to truly understand the impact of the Leadership Program on community organizations it will be important to talk with various members of organizations. In future years of the evaluation, a case study approach should be used to gain deeper insight into the organizational impacts of the Leadership Program. At this point, however, preliminary results can be gleaned from responses to the EO outcome survey open-ended question: "What effects do you think the Effective Organization training will have on your organization over the longer term?"

In 2009 and 2010, approximately 300 people provided responses to the open-ended question about the effects they anticipate the Effective Organizations training will have on their organization. Analysis of these responses reveals that most often, participants felt the training would have very general positive impacts on their organizations. Eighty-one comments from the 2009 and 2010 dataset speak to the idea that because of the EO training, participants expect their organizations will simply be more effective, stronger, healthier, and so on. Unfortunately, these comments were rarely coupled with specifics about how the organization would become more effective or stronger. Without that specific information it is difficult to talk about ways the EO training may affect organizations, but it is clear from the preponderance of these comments that participants are optimistic that their organizations will improve as a result of their participation.

Though a large number of comments from participants were vague about the ways they anticipate their organizations will improve as a result of EO training, many were quite specific. The findings from the combined 2009 and 2010 dataset reiterated the findings from the 2009 dataset in that participants felt their organizations would become:

- More focused, with improved strategic plans
- Stronger with respect to board functioning

- Better able to work together as an organization
- Better at obtaining and managing volunteers and financial resources
- More sustainable into the future
- Better connected with the community
- More collaborative with other organizations

The responses to the open-ended question indicate that participants expect their organizations will be better at managing day to day operations, better at strategic planning, and better at developing and managing resources. Some participants felt that their organizations would become more connected to the community and yet others felt their organizations would become more collaborative, but changes in these two arenas were least often mentioned.

The open-ended response data also provide insight into how participants expect these changes will occur in their organizations. Most often, participants did not mention how their organizations would implement change as a result of their participating in EO training; they merely anticipated that they would. Sometimes, however, participants were explicit. There were twelve comments that suggested participants expect their organization to change because a large number of people from the organization took part in the training and learned about effective organizational management strategies. These participants felt there would need to be broad-based organizational support before any changes to the organization would happen. Some of these participants felt that a critical mass of organizational members had been involved with EO, therefore the organization would likely be able to carry out change. Others voiced skepticism of change occurring because they felt that not enough members of their organization had participated in the training. These individuals clearly feel that change cannot happen without the buy-in of their colleagues.

By contrast, 21 comments were made by people who spoke about change happening in their organization not because of wide-scale buy-in by the organization, but because of their own actions. These people talked about themselves as catalysts for change in their organizations. Perhaps these people hold positions of power in their organization, thus have greater odds of

directly implementing change, or perhaps the organizations within which these people are operating are small and more open to change by individuals. Another possibility is that these are individuals who are highly motivated and able to instigate change, regardless of their position. For whatever reason, a small number of people felt that organizational change was likely, as a result of the EO training, because they would make it happen. Indeed, more comments about this possibility were made than those suggesting that a critical mass of individuals at their organizations was needed to institute change.

It is unknown the extent to which either of these pathways will lead to change in organizations, but it is important to note that there may be multiple pathways for change, and participants recognize that. The EO training should allow for either of these pathways to be taken by participants and organizations, and perhaps follow-up activities could also reflect these differing pathways.

Outcomes of Case Study Participants

In addition to data from Effective Organizations (EO) training participants, Ford Institute Leadership Program participants interviewed through the community case studies also provided insight on how the Leadership Program impacts organizations. The following section describes how Leadership Program participants have taken their skills into organizations as individuals or within a network developed through the Leadership Program training. In addition, some examples are given for how Leadership Program individuals have made differences in their community through these organizations. Details about how the case study was designed, how participants were selected, and how the data was analyzed can be found on pages 18-41.

How is the development of community leaders and networks of leaders associated with developing strong, collaborative, and community-oriented organizations?

The Ford Institute Leadership Program design is based on the Tupelo Model, where citizens develop leadership knowledge and skills, and then disperse to strengthen the existing organizations in their community. The Institute operates on the theory that a combination of

capacities is required to “enhance the vitality of rural communities.” This combination includes a broad and diverse base of knowledgeable, skilled, and motivated leaders, who lead a variety of effective organizations that harness the power of people working together, and can collaborate to create a shared vision and set of priorities to address community-wide issues and opportunities.

The Institute focuses a majority of its time and resources on Leadership Development of individuals with the expectation that some of those individuals will begin or improve work in organizations in the community. To understand how this occurs in communities, the case study interviews explored how trained individuals have affected their community organizations and how these organizations are working to impact their communities. In the case studies, 50 Leadership Program participants were interviewed in two communities. These interviewed participants had completed various aspects of the Leadership Program from 2005 to 2009.

Overall, the case studies found many examples of how Leadership Program participants affected their organizations and how these organizations affected the community. In particular, participants:

- implemented new skills in organizations to increase the organization’s efficiency,
- joined new organizations, and
- took on new leadership roles in organizations.

Through the involvement of Leadership Program participants, organizations were also able to make a difference in their community. In particular, organizations with one or more Leadership Program participants:

- were formed to meet community needs,
- were strengthened or expanded,
- started new community projects or activities, or
- were not affected.

The following sections provide additional examples from the case studies for these outcomes.

Implementing New Skills in an Organization

As discussed previously, participants report that the Leadership Development and Effective Organizations trainings increase their skills in leadership, community building, project management, strategic planning, operational management, and resource development and management. The case studies provide additional evidence of individuals using these skills in multiple and diverse ways in organizations. Many of the skills mentioned by interviewees improved the efficiency of organizational operations. Leadership participants' are also teaching others in their organizations how to use certain skills. Different examples of how participants have used leadership skills in organizations are discussed below and later in this section as participants have used their skills to obtain different organizational impacts.

Interviewees mentioned using many different skills from the training. Many of these skills help organizations improve the efficiency of their procedures. Participants used dot voting to reach agreement, active listening, negotiating skills, and conflict resolution skills in their organizations. Other individuals have implemented the Fist to Five method to quickly assess a group's interest in a particular topic or created pro and con lists when trying to make a decision.

Participants are also using their skills in public forums. Participants are raising awareness about organizational management issues by suggesting using a particular skill in a public or organizational meeting. In some cases, participants have improved the efficiencies of public and organizational meetings. After explaining the purpose of the skill to a group of both trained and non-trained community members and have successfully used the skill within their group.

> *"You are at a public meeting and when somebody says do you want to use Fist to Five, more and more people know about that, or are you willing to use it. They [city councilors who have attended the Leadership Program] will talk about ahead of time setting up the ground rules [for the public meeting] which I think is a big result of Ford leadership."*

In other cases, participants have applied their skills to their jobs and have affected their work organizations, this is discussed more below.

Participants have personally used the skills they have learned through the Leadership Program and are also teaching others how to use skills developed by the program. Individuals are using skills to accomplish multiple outcomes in their organizations.

Joining New Organizations

Participation in the Leadership Program encouraged many individuals to join new organizations. Organizations can become stronger with additional members and may be more likely to sustain or increase their level of organizational activities. Some participants joined new organizations after gaining the confidence to become more involved. Participants also joined new organizations by forming relationships with individuals who were already involved in an organization. Other individuals have used an improved perspective about the contributions people with diverse personalities can bring to new organizations to recruit community members.

Part of the training curriculum emphasizes the different skills and personalities of individuals and participants are asked to measure their own personalities using the Myers-Briggs Personality Type Indicator® assessment. The program encourages participants to work with people with diverse perspectives and skills and to recognize that people with different personality types bring important contributions to group work. As a result, Leadership Program participants were willing and able to recruit new types of people to their organizations by expanding their recruitment methods to a wider pool of residents in the community.

Participants used their experience of gaining confidence, forming new relationships, and an improving their understanding of the unique personalities and strengths of different individuals from the program to join or encourage others to join new organizations.

Taking on New Leadership Roles

The program has also encouraged more individuals to take on leadership roles in organizations for the first time. Community members can become leaders in their organizations by running for elected office or by being appointed to boards of directors for community nonprofits. Having a larger pool of individuals who are willing to take on leadership roles, improves an

organization's stability and increases the diversity of thoughts, skills, and perspectives in that organization. Increasing the number of leaders in an organization who have leadership skills and project management experience increases the potential that an organization could improve or expand its organizational mission. Transitioning leadership positions to new individuals in an organization can also incur some costs to the organization's functioning including the possibilities of disagreement among members, resistance to change, and the time it takes for a new leader to learn how run the organization.

Individuals took on new leadership roles in organizations because they increased their confidence to lead or met people through the program who encouraged them to take on the new leadership position. The effect of gaining leadership skills and the confidence to use them were especially impactful to one participant. Lucy's experience in the program is included to provide a supplementary context to previously made open-ended comments which also pointed out how much the Leadership Program has positively affected participants' confidence and engagement in their communities.

Lucy spoke about how the Leadership Program has completely changed her community involvement work. She was previously afraid to take a leadership role or participate in public discussions in front of other leaders in the community. While she had been employed in the community and a member of organizations, she had never taken any leadership roles because she felt she lacked the necessarily skills.

After the training, she became a leader in one of the community's organizations for the first time. Lucy went on to fill other positions in the organization and later completed a term that was vacated by another community member. In her time as a leader of the organization, she used skills learned from the Leadership Program to start new organizational activities, improve member relations, and increased the level of collaboration with other organizations in the community.

She also used leadership skills in her job and she became a member of a city committee to be more involved in community issues. She attributes these changes to the skills she gained from the Leadership Program:

> *"All of the things that they train you on were exactly things that I needed to know. I had very little leadership skills, they train leadership skills, they train how to develop a project, how to fundraise for it, and all of that. So everything that they taught I just absorbed like crazy and it has helped me to work in the community but it has also helped me in my job here."*

Lucy's experience with the Leadership Program illustrates how the process of gaining confidence and leadership skills can produce positive outcomes for multiple organizations when individuals take on new leadership roles.

The results discussed above suggest that some former Leadership Program participants have personally affected organizations by using new leadership skills, joining new organizations, and taking on new leadership positions. Working together in organizations, Leadership Program participants have also increased their organizational impacts in the community. Four types of impacts were observed in the two case study hub communities – participants formed new organizations, strengthened existing organizations, implemented new community events and projects, and were sometimes unable to impact their community's organizations. What follows is a discussion of these four types of impacts

Founded New Organizations

Leadership participants interviewed in the case studies have, in two examples, created new organizations in their communities and in a third example were considering forming an organization at the time of the interview. New organizations can solidify a shared interest among previously unconnected individuals and allow these individuals, working together through the structure of an organization, to provide a new resource, benefit, or opportunity to the community. Organizations provide advantages to community members who are working on community projects including the possibility to attain tax-exempt status through a 501c3 application and the ability to store in writing the mission, job descriptions, and by-laws of a group's common interests. However, organizations can also be difficult to sustain, and the

degree of organization among individuals may change. Individuals may prefer to work together more loosely than under the structure of a formal organization. An informal structure need not negatively affect the group's ability to impact their community. Furthermore, organizations can have many different objectives and life spans. The new organizations formed as a result of the Leadership Program. The process of how these organizations were formed, reveal the diversity of the scope of community organizations and the motivations and challenges of individuals to create organizations.

In both cases, the organizations were formed by two to four trained participants working together. One organization operated in a single year during the 150th year of Oregon statehood. The organization was formed after a Leadership Program participant responded to a statewide request for communities to celebrate the history of the state. The participant attributed her motivation to respond to the community request to the skills she gained from the program. The participant contacted several fellow LD class members and by working primarily with one other member, the two women formed an organization, produced t-shirts, and encouraged community members to participate in community beautification efforts. The women gave their efforts an official name and organized volunteers to plant marigolds and do a beach cleanup day. The organization did not have an expansive mission and after these efforts were completed the organization and no longer held meetings.

The second organization is still functioning and was started by three LD class members who discovered they shared an interest in performing arts and collectively recognized a need in the community for another venue for performing arts. This group created a performing arts studio space. The organization has partnered with other community organizations to host cultural events and have encouraged private individuals to offer exercise classes as well as music and dance lessons to the public.

In a third example, participants began to hold meetings among past cohort members from all Leadership Development cohorts to discuss the future of the Leadership Program in one of the

hub communities. While not an officially titled organization, members of the assembled group shared an interest in finding a permanent home for the Ford Institute Leadership Program curriculum in the community. The group discussed many options including: creating and distributing a community manual to guide project implementation, paying a staff member to provide technical assistance, creating new ways to network community organizations, and provide joint training options for multiple community organizations.

There are many challenges to maintaining a strong organization. Some of these challenges are apparent in the experience of the organization that provides the performing arts studio space. After one of the four founding members left the community, the two remaining founders struggled to keep the organization functioning. Both of these community members have jobs, and hold primary affiliations in two separate community organizations. The largest challenge of this particular organization is that it requires a monthly commitment, raising funds to maintain the rent on the building. Unlike other organizations, these two members cannot let the organization's activity level take a month off or a season off as other things in their life require more time or energy. To do so, would require coming up with the funds from their personal earnings or allow the organization's primary purpose, providing a community space, to no longer be available.

These three examples of individuals who have formed or are considering forming organizations illustrate that the Leadership Program impacts communities by providing opportunities for individuals to form new relationships with other community members. The program also encourages participants to work collaboratively in their communities, facilitates leadership skill development, and provides experience doing community building activities and project management activities that aid in organizational management. In the third example, a collective opinion that the community should perpetuate the lessons and skills of the Leadership Program provides an indication of how much the program is valued by the community. Briefly, this section also highlighted the barriers of funding, number of members, and time that exist for community members trying to sustain or form an organization.

Strengthening Existing Organizations

Organizations were also strengthened through the Leadership Program. Individuals using new leadership and organizational management skills, choosing to join new organizations, and taking on new leadership roles are all actions which can strengthen an organization. When there are multiple people implementing new skills, or if skills are developed at a critical point in an organization's development, broader impacts to the organization as a result of the Leadership Program can be seen. In the case studies there were four examples of organizations that had been strengthened by the Leadership Program. One organization was renamed and used to implement a cohort project, two organizations used new relationships in the community to fill board member positions and more community collaborations, and another organization expanded its mission and impact from the efforts of two participants implementing their skills. These examples are discussed below.

One organization was strengthened through the deliberate efforts of community members to join an organization while completing the Leadership Development class cohort project. The first cohort in Coastal Douglas decided they needed a more formal organizational structure to coordinate community volunteers and various subcommittee efforts for the labor intensive cohort project of restoring the high school auditorium. The group also needed an official nonprofit status to apply for grants and to be able to provide tax deductions to individuals who made donations. One member of the first cohort was also a member of a struggling arts group in the community that was officially registered as a 501c3. She suggested that for the purpose of implementing the project, the first cohort leadership class should merge with the 501c3. Earlier in its history, the arts organization had been active in the community and had completed multiple community projects. However at the time the first cohort started its project, the organization had few remaining members. Through the merger, the organization was renamed the Coastal Douglas Arts and Business Alliance (CDABA). This action saved a dying community organization, and has provided an organizational home within the community and tax exempt benefits for Leadership Program participants to work on community projects.

The actions of several cohort members to deliberately form an organization have led to some exceptional outcomes in the community. The structure of the organization and the interest of the leadership participants kept the group working on the school auditorium for nearly four years. The project was much bigger than Leadership Development class funding could address and the CDABA organization took the lead role in coordinating ongoing community volunteers, fundraising, grant writing, and grant administration.

CDABA's leadership positions have been held by many past participants and the organization has members from all three cohorts. In addition, other CDABA members have been encouraged to participate in the Leadership Program. CDABA has established partnerships with many different organizations in the community. Aside from taking on a large community project, CDABA has added to the cultural enrichment of the community by offering ongoing art events at monthly and annual intervals.

The CDABA organization is also an example of an organization that is actively addressing community development. After the group decided that the auditorium restoration was completed, CDABA wanted another project to take its place. As mentioned previously, CDABA asked Rural Development Initiatives, Inc. (RDI) to facilitate a community forum open to any community member who wanted to present a community project. During the forum methods taught by the Leadership Program were used to select a new community project and the chosen project became a focus for CDABA. The selected project, renovation of the public library, has benefited from the new energy of several Leadership Development class participants. Multiple members are working diligently to implement the training's lessons in the project. Bridget, an LD graduate, reorganized the volunteer efforts into subcommittees, an action which has helped the project steadily progress. The actions of another member, Emma illustrate that she has collaborated extensively during fundraising efforts.

Not all former Leadership Program participants have joined CDABA, some prefer to spend their time and energy elsewhere. This illustrates one challenge to the notion of attempting to form a

new organization from a diverse group of participants. An organization focused on supporting the arts and the development of art business opportunities does not appeal to everyone.

> *"This whole first group and the CDABA and them wanting to get together with all of the other groups or them assuming that all of the other groups would join them. I think has been a really big hard spot in all of these classes… It is not a group I wanted to join and I think a lot of people felt that way, not willing to commit to that or be expected to commit to that."*

The organization has also had growing pains, one aspect of the merger is that the group sought to become an umbrella nonprofit organization within the community providing support and lending the 501c3 status when necessary to foster other groups in the community. However, navigating this ambitious identity has led to points of conflict in the community among the organization's members and with other community organizations as individuals redefine their roles. The organization has become a place where several Leadership Program participants from multiple cohorts continue to practice, or sometimes fail to practice, their learned leadership skills.

Despite some contentious issues, as a result of the Leadership Program, networked leaders have built a strong collaborative organization with the mission of enhancing arts and art business opportunities in the community. There was no similar organization in Wallowa County that has deliberately sought to retain ties among a large number of Leadership Development graduates.

However, Wallowa County has two organizations with a different history and story of influence from the Leadership Program. Both of these organizations were started by a relatively new member of the community, before the founder participated in the Leadership Development training. Both organizations were able to recruit fellow Leadership Program members to serve on the organization's board of directors. Through the training process both leaders gained an increased exposure to groups and resources in the community and the organization gained an

increased acceptance and presence in the community. These two examples show how networks can be leveraged to strengthen existing organizations in the community.

The case studies also revealed an example of two individuals, Tani and Jolie, who strengthened their nonprofit organization by using multiple Leadership Program skills. Skill-building helped these two women improve their existing organizational efforts and led them to increase their collaboration with other individuals and organizations in the county. As a result of new skills and new relationships, the organization has strengthened its relationships with the two smaller communities in the region and has made larger contributions to the community.

Some of the skill-building that has led to the growth of this organization happened outside of the Leadership Program, but still occurred with help from the Ford Institute for Community Building. The Institute also invests in some graduates to go on and take additional statewide and national leadership training and skill-building courses. Tani attended a business management training and has transformed the way she operates a social service nonprofit in the community. By viewing her contract with the community to provide social services as a business, she has formed new networks in the community and has been able to strategically expand services. Tani's improved business management skills afforded her the opportunity to partner with another local social service agency to retain Head Start services in the community.

Tani and Jolie remained engaged in the Leadership Program after their cohort, both served as trainers, and they have attended some of the conferences the Institute sponsors. Jolie got the idea of starting a community garden at work from one of the conferences, Regards to Rural. She worked with the community to obtain a donated greenhouse, used help from the shop class at the local high school, and coordinates volunteer days in the garden.

Tani and Jolie listed additional ways they have implemented new leadership skills in their day-to-day activities and emphasized that they have changed their perspectives on how they approach their jobs. As a result of skills and networks built through the Leadership Program, Tani and Jolie have increased their organization's scope and impact on the community.

Implementing New Activities

Interviewees in the two case study hub communities spoke about implementing new activities through their organizations as a result of the Leadership Program. New organizational activities can be done among an organization's members or with the whole community. Here activities are defined to include one-time or on-going events and projects. These activities can provide benefits of varying degrees. Some of these activities require little collaboration with the community or other organizations, as in the case of implementing new workshops. Other new activities have put a single organization at the center of multiple collaborative efforts with different individuals or organizations. This is the case of the school districts in both communities and increased collaboration has improved student access to community resources. Some Leadership Program participants have started considering new possible activities to implement in their organizations.

An example of one organization taking on a new community activity is provided to show how the influence of three Leadership Program graduates (Olivia, Lydia, and Anna) affected an organization's ability to change the community. The City of Reedsport's organizational operations have benefited from the Leadership Program through some of the city's committees. Members of both the city hall staff and citizens appointed to the Parks and Beautification committee have taken the Leadership Development (LD) training. Anna is a city hall employee who works with city committees to oversee volunteers, help committees navigate city resources and city laws, and monitor the progress of committee efforts. While working with committees, Anna has been able to use skills learned in the Leadership Program. The lessons from the training are even easier to implement when a committee contains another LD class participant like the Parks and Beautification committee. This particular city committee has taken on a new community project, improving the fence around Lion's Park.

Lion's Park faces Highway 101 and currently has a tall chain link fence which protects children at play from the busy highway, but also obscures the park from public view and creates an eyesore in the center of town. The fence has been the subject of community concern for some

time; it was proposed as a cohort project during Olivia's LD cohort class but was not selected. Now it has become an active city project.

Olivia is a member of the Parks and Beautification Committee and works with other dedicated appointed leaders who have not been involved in the Leadership Program. She has used her skills to aid in the organization of the committee's approach to the project. However, she said the committee is full of good leaders who could successfully implement the project without her. Her desire to stress the positive leadership skills of others in her community serves as a reminder that Leadership Program participants are only one part of a community's engaged individuals and leaders.

The park project is highlighted because the impact of the Leadership Program training has been infused throughout the project in positive ways. The committee is implementing skills advocated by the Leadership Program to plan and implement the project. In addition, the group has formed subcommittees to address different aspects of the project, as advocated during the cohort project. The group has also used diverse fundraising strategies and worked collaboratively with the community attracting volunteers to the project. The project's planning incorporated city and citizen feedback through several public presentations and nine months of planning. At one of these public meetings, the insistence of a LD graduate, Lydia, to include the local high school in the project positively shaped the project's direction.

At first the project's goal was to simply replace the chain link with some sort of decorative wrought iron that would improve visibility but not compromise safety. Previously not an outspoken individual, the Leadership Program has led Lydia to become more involved in her community. She wanted the project to be collaborative and educational, specifically with the local high school. She insisted the group find a way to involve high school students. Now the project is a collaborative art education effort between a local artist in Gardiner, the Reedsport Charter School, and the city. The artist is going to work with high school students who take a

metallurgy class to design and craft sea-themed metal projections which will be mounted along the fence facing the highway.

To finance the more complicated scope of the project, Olivia has expanded the scope of the grant writing subcommittee's efforts to capitalize on the art education component of the project. The fence can now be considered public art and will have an increased community impact through its completion. Community members not serving on the committee have labeled the project a "successful and exciting endeavor."

The City Parks and Beautification Committee's Lion's Park fence project demonstrates how organizations can increase their community impact as a result of the Leadership Program. This particular example of a new activity is larger in scope than most observed impacts. The new activity has also used a collaborative process, at times involving the skills of three different participants and other skilled leaders in the community.

No Change

The case studies found that many organizations have seen different impacts as a result of the Leadership Program and some have not been affected at all. There are many reasons why some organizations in the community have not been affected by the program. Some of these reasons can be attributed to the nature of the participants, the program, and community organizations.

Not every participant brings their skills into every organization in which they are a member. Some participants felt they did not learn any skills, they may not be that active in the organization, or may not have been presented with an opportunity to use their skills yet. In the past participant surveys, participants were asked about barriers or circumstances that limited their engagement in community work, these findings are listed on page 79.

Also, the Leadership Program recruits individuals and not specific community organizations to participate. As a result, some organizations do not have any members which attended the Leadership Program, others have only a few. The effect of this was seen in responses of a few

case study interviewees who tried to use their skills in their existing organizations but found little support. At other times individuals found themselves working at odds with another community member who had also been through the training. Lone individuals who do not find support in their organizations or find ways to build networks with other Leadership Program graduates through collaborative projects become frustrated and, in some cases, disengaged.

Community organizations can change quickly, especially smaller organizations, and community members may be involved in more than one organization. If one group finds the momentum behind a particular project, it might affect what participating individuals are able to accomplish in their other organizations. Sustaining organizational outcomes can become dependent on the actions of other community organizations or hinge on the presence of particular individuals.

Summary

The Leadership Program has contributed to the development of community organizations by organizing groups of community members into classes and cohorts, offering leadership training, and requiring projects for LD cohort members. As a result, participants have used leadership skills in their organizations, joined new organizations, taken new leadership roles, formed new organizations, strengthened existing organizations, and started new community projects.

The largest observed organizational impact was seen through the CDABA organization. The cohort members' decision to join an organization allowed the group to continue to work on the project beyond the scope of the cohort project parameters. While not advocated by the Leadership Program, and not without its own problems, this concentration of Leadership Program graduates has provided a central point of continued organizational impact from the program within the community. The organization has allowed participants from multiple cohorts to network and has provided a place for individuals with a shared interest in the arts to find a collaborative home. The organization has continued to coordinate community support and volunteers. Addressing two large scale community projects since the merger in 2005 is a substantial accomplishment.

Gathering diverse members together can make it difficult to find enough shared enthusiasm for a single project or cause. Participants working in their primary area of interest have the best opportunity to impact an organization. The case studies found examples of leaders positively affecting their existing organizations and working together to form new organizations in their communities. By meeting new people in the program and identifying common areas of interest and compatible working styles, individuals were able to come together to form organizations in the community which they could not have done on their own.

Amongst success, there are also examples of no organizational impact. Participants who are inactive or ineffective in their organization, organizations which have few or no trained members, and other community barriers are all reasons why some organizations are not changed by the Leadership Program.

Organizational Impact Summary

Analysis of survey data from 2009 and 2010 Effective Organizations participants reveals that the Leadership Program moderately increases the knowledge about and the likelihood that individuals will engage in effective organizational management activities. Knowledge about strategic planning was the highest among participants after the training. Participants also reported leaving the EO training highly likely to implement many of the strategies discussed there. They were most likely to improve the functioning of their boards, update their organizations' strategic plans, and improve the development and management of human and financial resources. These findings, with the larger dataset, are similar to the findings from the analysis of the 2009 Effective Organization participant data.

To what extent the impact of the Effective Organizations training on participants' knowledge and behavior varies by attributes of individuals was a question that was not posed of the 2009 data. Using the combined 2009 and 2010 EO participant dataset to run Ordinary Least Squares regressions, it was possible to examine the extent to which the characteristics of participants limit or foster an impact of the program on their knowledge and behaviors. The analysis revealed that some attributes of individuals are slightly associated with the extent of change to

the knowledge or behavior of participants: pre-training levels of knowledge and likelihoods of behavior, roles in organizations, region, previous training in leadership or organizational management, gender, age, employment status, and public official status. Though none of these factors emerged as large predictors of change to knowledge or behavior likelihoods, one factor was consistently associated with all measured outcomes, namely pre-training levels of knowledge and behavior. As this factor was consistently associated with the impact of the training on participants, a supplemental analysis was done to uncover the factors that predict high levels of knowledge or behavior before the training. This analysis revealed that individual-level factors exert only small levels of influence.

Qualitative results suggest the training yields benefits beyond knowledge gain and behavior change. Participants increase their confidence to use skills and their readiness to use them, they also gain access to new networks of people and organizations with which to work with in the future, and some cite experiencing personal growth as a result of the training. Thus despite varying levels of program impact on the knowledge and behaviors of participants there are clearly real effects of the Leadership Program on individuals.

In the two case study communities, Leadership Program participants have increased their contributions to the community through their organizations. They have become more effective members in their organizations by implementing new skills learned from the program. Many participants have taken on larger roles in their organization with an improved sense of confidence learned from the training. For some individuals the degree of personal change and the number of new activities they have implemented through their organizations have been substantial. However, all Leadership Participants who take on a leadership position represent an increased number of people interested in contributing to the community through organizations. The case study has also identified examples of one or more leadership participants working together through organizations to increase organizational contributions to the community through forming new organizations, strengthening existing organizations, and implementing new activities.

5. Does the Ford Institute Leadership Program contribute to vital rural communities?

One of the goals of the Ford Institute Leadership Program is to improve the vitality of rural communities throughout Oregon and Siskiyou County, California through trainings provided to residents. The logic is that these trained leaders will be better able to work with one another and community organizations will be able to capitalize on this improved leadership. Changes to the vitality of the community will ensue as the individuals and organizations work toward improving their communities. Community vitality, as discussed earlier in this report, is a concept that encompasses social, economic, environmental, and capacity outcomes, or six dimensions of community life:

1. Safety
2. Environment
3. Education
4. Public Safety
5. Economy
6. Arts/Culture

For the purpose of this analysis, the concept of vitality will be broken down into two components. First, preliminary results regarding the extent to which the Leadership Program has contributed to the capacity of rural communities will be discussed. Then, the following sections will present preliminary findings about the extent to which former Leadership Program participants perceive the Leadership Program has affected the social, environmental, and economic conditions in their communities.

Do communities participating in the Leadership Program have an increase in community capacity?

In order for communities to realize positive changes there must be an organized and effective group of leaders with the skills and wherewithal to make those changes. The extent to which any particular community has that group of effective leaders thus affects the extent to which that community is likely to realize change. A related need in these communities, to realize change, is a high level of cohesion, or trust, among community members. This cohesion facilitates the collaboration of the community leaders, which allows them to be more effective

as a group. The core curriculum of the Ford Institute Leadership Program is designed to increase the capacity of communities by improving the ability of participants to work together and be more effective in their roles. As the capacity of Leadership Program participants increases and more leaders are trained through the program, the expectation is that the capacity of the communities served by the program will increase as well. As a possible precursor to economic, social, and environmental development in communities it is therefore important to track the extent to which the capacity of communities is affected by the Leadership Program.

In order to assess the extent to which the Ford Institute Leadership Program has affected the capacity of rural communities it has served, past participants were asked on the population survey (N = 917)[10] to first rate their communities' capacity and cohesion as well as their feelings toward their community. Next, participants were asked the extent to which they felt the Leadership Program has contributed to those perceptions. It is important to note that the view of capacity reported here is through the perspective of Leadership Development class participants. In order to truly gauge the capacity of communities, additional work would need to be done that engaged citizens outside of Leadership Program participants. Although data reported here are not able to be generalized to the whole community, this information is helpful in understanding LD participants' view of their own community.

Community Ratings

On the population survey, respondents were asked to report their perceptions regarding the communities in which they reside. Items on the survey were grouped into three main areas: community cohesion, community capacity, and feelings about the community.

Community Cohesion

Community cohesion refers to the extent to which community residents get along with and trust each other. On the population survey, participants were asked to report their perceptions

[10] Questions about community were only asked on the population survey. Participants completing the 12-month follow-up survey were not asked these questions because they had only been out of the LD class for one year.

on three items related to their communities' cohesion, at the time of survey completion. For each item, respondents scored their community on a scale of one to four, where one was "strongly disagree," two was "disagree," three was "agree," and four was "strongly agree." Table 24 lists the means and standard deviations as well as the percentages of participants who agreed or disagreed with the items. For a complete table of the percentage of responses in each agree/disagree category, see Appendix 21.

Table 24

Community Cohesion: Means, Standard Deviations, and Percentages						
	N	Mean	SD		Disagree	Agree
People around here are willing to help their neighbors	889	3.24	0.58		6%	94%
People in this community generally trust one another and get along	882	2.91	0.55		17%	83%
People in this community interact with each other across social, cultural, and economic lines	883	2.84	0.66		26%	74%
Community Cohesion Overall	**873**	**3.00**	**0.49**		---	---
Scale ranged from 1-4, where 1 was "strongly disagree," 2 was "disagree," 3 was "agree," and 4 was "strongly agree."						

As Table 24 shows, the majority of participants agreed with statements of cohesion for their communities. In the cohesion concept, communities tended to be rated the highest for people's willingness to help others there, with 94% of participants agreeing that this was true in their community. Following willingness to help, residents' trusting one another and getting along in the community was agreed to by 83% of participants. People in the community interacting with others across social, cultural, and economic lines was rated the lowest, yet 74% of people still agreed that this occurred in their community. Though the data show that some aspects of community cohesion are more apparent than others in the communities served by the Leadership Program, former Leadership Development class participants generally feel their communities are more cohesive than they are fractured. For overall community cohesion means by hub community, see Appendix 22.

Community Capacity

Community capacity is a concept tied to the extent to which community residents can be counted on to work together productively to accomplish community goals. On the population survey, participants were asked to report their perceptions of their communities' current capacity based on four items. For each item, respondents scored their communities on a scale of one to four, where one was "strongly disagree," two was "disagree," three was "agree," and four was "strongly agree." Table 25 lists the means and standard deviations as well as the percentages of participants who agreed or disagreed with the items. For a complete table of the percentage of responses in each agree/disagree category, see Appendix 21.

Table 25

Community Capacity: Means, Standard Deviations, and Percentages							
	N	Mean	SD		Disagree	Agree	Don't Know
If this community were faced with a local issue, such as the pollution of a river or the possible closure of a school, people here would work together to address it	889	3.24	0.81		8%	90%	2%
Community members have the knowledge and skills to get things done	890	3.05	0.82		13%	84%	3%
Community organizations work together to address community issues	886	2.88	0.87		21%	76%	3%
Local government has the ability to deal effectively with important problems	888	2.50	1.03		36%	57%	7%
Community Capacity Overall	**780**	**3.04**	**0.52**		---	---	---
Scale ranged from 1-4, where 1 was "strongly disagree," 2 was "disagree," 3 was "agree," and 4 was "strongly agree."							

As Table 25 illustrates, the majority of participants felt their communities had capacity in these areas. Most prominent, 90% of participants felt that if their community was faced with an issue, people would work together to address it. This was followed by community members having the skills and knowledge to get things done, with 84% agreeing with this statement. Seventy-six percent of participants felt that organizations in their community work together to address community issues and problems. In communities characterized by limited human and financial resources, like rural areas tend to be, it is important for organizations to collaborate to realize wide-scale change. These data suggest that a notable minority of these rural residents feel that

their community organizations are not capturing that potential (21%). Lastly, 57% of participants felt the local government had the ability to deal effectively with important problems. This low level of belief in the capacity of local government has been observed in other rural communities in the U.S., therefore the levels observed in these data do not represent atypical sentiments about local government (Etuk and Crandall, 2009; Etuk and Crandall, 2010; Colocousis, 2008). Overall, these data suggest that Leadership Development class participants, on average, feel that individuals in their communities have the capacity to handle community issues and perhaps realize change, but that institutions and government are less capable in these regards. For overall community capacity means by hub community, see Appendix 23.

Feelings about the Community

On the population survey, participants were also asked to report on six items related to their feelings about their community. For each item, respondents scored their community on a scale of one to four, where one was "strongly disagree," two was "disagree," three was "agree," and four was "strongly agree." Table 26 lists the means and standard deviations as well as the percentage of participants that agreed or disagreed with the items. For a complete table of the percentage of responses in each agree/disagree category, see Appendix 21.

Table 26

Feelings about Community: Means, Standard Deviations, and Percentages						
	N	**Mean**	**SD**		**Disagree**	**Agree**
I believe I can make a difference in my community	890	3.34	0.63		7%	93%
I am proud of my community	886	3.21	0.62		9%	91%
I feel a strong sense of civic responsibility	889	3.29	0.66		10%	90%
I feel a part of my community	888	3.26	0.68		11%	89%
My community is a positive place to live	890	3.16	0.62		11%	89%
My community has a great future	869	3.14	0.72		16%	84%
Feelings about Community Overall	**854**	**3.24**	**0.53**		---	---
Scale ranged from 1-4, where 1 was "strongly disagree," 2 was "disagree," 3 was "agree," and 4 was "strongly agree."						

As outlined in Table 26, the vast majority participants have a positive view of and feel strongly about their communities. Overall, 93% of participants reported that they feel like they can make a difference in their community. Ninety-one percent of participants are proud of their community and 90% feel a strong sense of civic responsibility. Eighty-nine percent of participants feel like they are part of their community. My community is a positive place to live and my community has a great future were rated lower than the other items, although over 80% of participants agreed with these statements. These data show that former Leadership Development class participants tend to feel highly connected to their communities, have a high sense of self-efficacy for making change there, and are highly optimistic about their communities. For overall means of participants feelings about their community by hub community, see Appendix 24.

Summary

In general, Ford Institute Leadership Program participants believe that members of their community trust each, get along, and are willing to help others. Participants also reported that people in their communities were willing and able to come together to face issues and can deal with these issues in an effective way. In addition, participants report feeling positive toward their communities and feeling like they are part of making a difference in their communities. Participants also report that the current levels of capacity in the rural communities served by the Leadership Program are high. Though this information about the current level of capacity does not provide insight into the extent to which the Leadership Program has affected community capacity, it can serve as a reference point for the assessment of program impact. This information may also benefit the Institute as it continues to work with rural communities.

Contribution of Leadership Class

Participants were also asked on the survey how much they felt the Ford Institute Leadership Program improved their communities' cohesion and capacity as well as the extent to which the program contributed to their feelings about their community. It is with these data that the evaluation can shed light on the extent to which the Leadership Program has affected the capacity of rural communities. For each section of the survey, participants were asked to rate

The program's contribution on a scale from 1 to 5 with one for "not at all," two for "a little," three for "a moderate amount," four for "a good deal," and five for a "great deal." Table 27 outlines the means, standard deviations, and distribution of responses for each section.

Table 27

Contribution of Ford Institute Leadership Program					
Means and Standard Deviations					
	N	**Mean**		**SD**	
Community Cohesion	862	3.16		1.07	
Community Capacity	875	3.10		1.02	
Feelings about Community	887	3.18		1.17	
Percentage in Each Category					
	Not at all	**A Little**	**A Moderate Amount**	**A Good Deal**	**A Great Deal**
Community Cohesion	6%	22%	35%	26%	11%
Community Capacity	5%	23%	36%	27%	8%
Feelings about Community	8%	20%	30%	30%	12%
The scale ranged from 1 to 5 with 1 for "not at all," 2 for "a little," 3 for "a moderate amount," 4 for "a good deal," and 5 for a "great deal."					

On average, participants reported that Leadership Program contributed a moderate amount to their communities' capacity and cohesion as well as to their own feelings about their community. Approximately 36% and 37% of participants felt the Leadership Program contributed a good or great deal to the cohesion and the capacity of their communities, with 35% and 36% reporting it contributed a moderate amount to each outcome and 28% felt it contributed a little to not at all. As for their feelings about their community, 42% felt that the Leadership Program contributed a good to great deal, 30% thought a moderate amount, and 28% reported that it contributed to their feelings only a little or not at all. Overall, the distributions on all three community outcomes were fairly similar, with less than a third thinking the program did not contribute much, about a third thinking it contributed a moderate amount, and just over a third thinking it contributed a good to great deal in each of these areas.

The words of one participant illustrate nicely the way the Leadership Program affected his or her sentiments about the community:

> *"After taking the leadership class, I realized how much I love our community. Prior to this class, it was just a place where we lived and worked."*

T-test analysis was also conducted to assess if participants' ratings of how much the Ford Institute Leadership Program contributed to their communities' levels of cohesion and capacity were related to the levels of cohesion and capacity they reported in their communities. The analysis revealed that if participants rated their communities high in cohesion, they attributed this cohesion, on average, a good deal to the program (mean = 3.72). By contrast, if participants rated their communities low in cohesion, they rated the Leadership Program's contribution significantly lower (mean = 2.58).

A similar pattern was found for capacity and feelings about the community. Those who rated their communities high in capacity attributed this level a good deal to the Leadership Program (mean = 3.83), while those who rated their communities low in capacity felt that the Leadership Program contributed only a little (mean = 2.56). Those who had highly positive feelings about their community felt that the Leadership Program contributed a good deal to their feelings (mean = 3.67) and only a little influence was attributed to the Leadership Program if they had below average feelings about their community (mean = 2.45).

The results of the t-test analysis suggest that the Leadership Program is perceived by participants to contribute to the high levels of capacity and cohesion apparent in some communities. This suggests that for some communities, the Ford Institute Leadership Program has had a significant effect on increasing the capacity there.

Qualitative Results

On the population survey, respondents had the opportunity to explain how the Leadership Program has affected their community in an open-ended question format. Responses to the open-ended survey question: "Please give 1 to 2 examples of how the Leadership Program has

affected your community" serve as another source of insight into the ways in which the capacity of communities to work together has been affected by the Leadership Program. The overwhelming majority of survey respondents provided some response to this question (844 individuals), yielding an impressive array of opinions and perspectives from which to draw conclusions. Though respondents talked about many ways in which they felt the Leadership Program has affected their communities, in the following section, only the responses related to changes in the capacity of the community will be discussed.

Of the 1,226 coded comments[11] made to the survey question, approximately 900 comments were about the effects of the Leadership Program on the capacity of the community (75%). Themes that were identified as relating to community capacity included perceptions about: unity among community members, a sense of pride or hope in the community, collective efficacy, improved civic processes, collaboration, having a common language, having a cadre of engaged and effective community leaders, and having more effective organizations in the community. The relative number of community capacity related responses suggests that this is the predominant way in which past participants see their community as having been affected by the Leadership Program. The two most commonly cited impacts of the Leadership Program on community capacity are explained here. Future analyses will provide more detail about the other ways in which participants felt the Leadership Program affected their communities.

The most frequently cited community impact of the Leadership Program was the increased number of effective community leaders acting in official leadership roles, as volunteers, or through organizations. Two hundred thirty-eight (238) comments were made about this impact of the program on the community. Having more numerous effective community leaders in these rural places was often discussed in conjunction with having more effective civic processes and local projects that run more smoothly. Part of the logic of the Leadership Program is that a critical mass of effective leaders is needed in these communities for them to realize real and positive change. The responses to the survey suggest that many past participants feel that a

[11] Written responses themselves are the unit of analysis, not individual respondents. Therefore, the number of coded comments is different than the number of participants reported above.

critical mass has been reached and that these people are making a difference in their communities. One participant stated it succinctly:

> *"The leadership class has really affected my community by making more leaders in it. Now thanks to them we have lots getting done in our community."*

Some respondents went so far as to refer to their fellow participants, who are now in community roles, as a team working toward the common good of the community. Frequent mentions were made that this team was often a group of people who were not previously part of the decision-making structure for the community. Many participants thus noted that the Leadership Program prompted an infusion of new blood into the circles of "movers and shakers" in the community. Due to their common experience and language from the Leadership Program there was a high sense of trust placed in these newly active community leaders that was implicit to the comments made by past participants.

> *"I feel it has scattered knowledge throughout our community. While I wouldn't say it made all the problems go away, it placed people with great ideas into situations where they may have not been present before."*

Respondents are optimistic that their communities will improve as a result of the large number of trained and effective community leaders in positions of power in their community as well as a more numerous pool of community volunteers to draw from.

The next most frequently cited community impact of the Leadership Program was the networks it cultivated (135 comments). Though most often respondents noted the networks that were formed among Leadership Program participants, others spoke generically about the expansion of networks throughout the community. The class networks were discussed as being leveraged for a variety of ends including as support when pursuing various projects or initiatives:

> *"Having people from both cohorts (and Effective Organizations and Healthy Communities) I can call to take on community projects in front of me is an amazing tool. From my own selfish perspective I've used the connections you helped me acquire to add several more components to our public transit program."*

In this example not only are the networks being leveraged for a project outside the cohort project, this is a public project that will have community-wide impact. Examples like this one illuminate that the networks being facilitated by the Leadership Program can have ripple effects in the community.

Other respondents spoke broadly about the Leadership Program network as providing them insight into other perspectives in the community and an opportunity to bond with people they would not normally have come in contact with. It is important for diverse groups of people to interact with one another, especially in small communities, so that if a need for community mobilization arises, the community will not be splintered along social, cultural, or economic lines. One participant observed that because of the Leadership Program, *"people in the community are much better connected these days, I feel."*

According to data collected from past participants, these individuals see many ways the Leadership Program has affected their communities. Primarily this impact has been observed in the capacity of their communities. Thanks to the Leadership Program, many of these communities now have a new cadre of effective, well-networked, and mobilized leaders who can work toward change in their communities.

Interview data collected from former Leadership Program participants in the Coastal Douglas and Wallowa County hub communities corroborates these findings regarding the program's impact on communities. Those data reveal that the program has directly affected the culture of the communities, by improving individuals' attitudes towards their communities and willingness to be involved in community affairs. Improved attitudes, like improved skills, may not directly yield community change in every individual who obtains them, but in some individuals the resulting community impact from new confidence and new involvement is immediate. Creating a reserve of community-oriented, trained individuals creates a latent opportunity for greater community change.

Summary

In general, Ford Institute Leadership Program participants believe that members of their community trust each, get along, and are willing to help others. Participants also reported that in their communities people are willing and able to come together to face issues and can deal with these issues in an effective way. Finally, participants reported feeling positive toward their communities and feeling like they are part of making a difference in their communities. These data reveal that, according to participants, current levels of capacity are high, in the rural communities the Leadership Program has served.

When asked if they felt that the Leadership Program contributed to the levels of capacity and cohesion in their communities and their feelings about the community, participants indicated that they thought the program contributed a moderate amount. Among those who rated their communities high in capacity or cohesion, a good deal of this was attributed to the Leadership Program, while those who rated their communities low in capacity or cohesion felt that the Leadership Program contributed only a little. The same pattern was apparent for those who had more positive feelings about their communities, compared to those who had less positive feelings. These data suggest that for some communities, the Ford Institute Leadership Program has helped the community become cohesive, with high capacity.

The qualitative data provide insight into the ways in which past participants see that the Leadership Program has had an impact on the capacity of their communities. Primarily, they reported this capacity was increased by developing effective leaders who then go on to serve in community leadership positions, in organizations, and volunteer. In addition, the networks cultivated by the program are cited as providing important community benefits. The data suggest that many of these communities now have a new cadre of effective, well-networked, and mobilized leaders who can work toward change in their communities.

Does the Leadership Program contribute to the attainment of positive social, economic, and environmental outcomes?

As noted earlier, the Ford Institute for Community Building has defined a set of 29 indicators of community vitality that span six dimensions (see Table 6 on page 23). Ultimately, the hope is for communities that have received the Leadership Program to be changed along those 29 indicators as a result of their participation. However, at this time, in the five-year Leadership Program, the specific strategies to attain community vitality are not explicitly taught to Leadership Program participants. Mention is made of the indicators in the Leadership Development class, and some time is spent on providing overviews of community development schools of thought in the Leadership Development training, but the main focus of the training is on improving participants' ability to work together in groups and manage projects.

While previous and on-going evaluation efforts have addressed the individual effects of the Ford Institute Leadership Program, this analysis probed for the program's effect on community vitality through community projects and the effects on long-term behavioral changes of individuals who deliberately carry their skills into organizations, networks, and accomplish real community benefit.

There are a few challenges associated with ascertaining the program's effect on community vitality. First is proving causality: how can one know for sure it was the Leadership Program and not circumstances or external or internal changes that affected a community's vitality? Another challenge is that the Leadership Program is not the sole provider of leadership training and communities and individuals are exposed to other educational programs which also attempt to affect community change. Furthermore, community development is an inherently slow and circuitous process; rural areas move forward when they obtain resources and they remain stagnant when they cannot find the funds for a project or effort. There are many factors that influence the economic, social, and environmental conditions in communities that are outside of the control of local decision-makers including state and national policies, global economic forces, wide scale environmental changes, and others. Western communities, especially, find themselves in a unique position when the federal and, to a lesser extent, state governments

become important local community players in their position as major landowners. The trait of leadership is also a less easily defined quality and the definition of a community is always changing as people move in and out and over time. For all of these reasons, establishing the causal impact of the Leadership Program on community vitality is difficult to do; it requires multiple methods of inquiry and careful interpretation of the findings.

In order to ascertain the extent to which the Leadership Program has affected the vitality of communities, the evaluation team gathered qualitative data from residents of two communities that received the Ford Institute Leadership Program. These data can begin to shed light on the extent to which the Leadership Program is perceived to have contributed to the vitality of communities. In addition to the interview data from the two case study communities, data from the open-ended responses to questions about community-level impact of the program solicited on the past participant survey and Leadership Development 12-month follow-up survey can also provide insight into this evaluation question. Finally, the evaluation team recommends conducting a quantitative analysis of change in community vitality in communities that have received the Leadership Program and those that have not yet. This quantitative analysis may offer further insight into the impacts of the program on rural communities. Relying on multiple methods should improve the ability of the evaluation to reveal conclusions about the impact of the Leadership Program on rural community vitality. There will inevitably be a wide margin of error around any impacts found, however, because it is impossible to control for all the other factors that cause change to communities.

Generalizing from the Case Study Findings

The data from the past participant survey can help situate these case study results within the larger sample of hub communities. Comparing the two case study communities to other hub communities that have received the Leadership Program can provide several insights. It allows a reader to compare the degree skills are used in the community and the degree to which the use of these skills is attributed to the Leadership Program between case study hubs and other hubs. Communities which appear similar in these regards might reasonably have experienced similar outcomes. In addition, such a comparison could shape expectations regarding the

impact of the Leadership Program on community vitality among other types of communities. Communities in which leadership skills are reportedly used more often and the Leadership Program is attributed more so for that level of usage might see more community impacts from the program. By contrast, communities in which leadership skills are used less often and the Leadership Program is attributed less so to that level of usage may have likely seen less impact from the program than that the level observed in the two case study communities.

The past participant survey also collected information on the degree of personal involvement in community activities. Comparing the level of participation in civic, community building, and project management activities in the last 12 months between case study communities and other communities provides insight into the most recent level of activities in those communities. This information cannot, however, speak to the level of activities that have occurred in the communities between the conclusion of the program in the community and the reference period of the survey. Therefore, the use of these data in situating the longer cumulative changes to the communities' vitality is limited.

The other concepts measured on the survey, including community capacity, community cohesion, and feelings towards one's community, will be compared briefly. While community capacity represents one facet of community vitality and comparing communities along this dimension is useful, the full set of case study interviews are needed to properly address the question of observed community capacity. These results will be examined in future evaluation reports. Community cohesion and feelings towards one's community might also impact the ability of participants to affect their community, by providing latent motivation and potential networks. Currently this research does not attempt to tie these concepts firmly to observed changes in community vitality.

Frequency of Using Community Leadership Skills

Participants in the studied hub communities reported typical use of leadership skills. Across eleven different leadership activities, on average, participants in both hub communities report using skills once a month. These eleven skills are grouped into three components of leadership

activities: communicating effectively, working with others, and networking. In each category, the community mean of the two hub communities fell within one standard deviation of either side of the mean for all hub communities sampled in the survey. Therefore, it is possible that similar outcomes as those profiled through the case study, can be found in other hub communities that report using leadership skills once a month, or those communities that fall within one standard deviation of the sample mean. These findings also indicate that the two case study hub communities are typical of other hubs that have received the Leadership Program.

Participation in Community Activities in the Last Twelve Months

Participants were also asked to estimate how often they participated in civic, community building, and project management activities in the last 12 months. On average, participants in both case study communities reported participating in community building activities or civic activities occasionally in the past year. This finding is consistent with the average of all communities. Project management activities were done less frequently in the past 12 months in the two case study communities, but they were also done less frequently in most hub communities. On average, participants rarely to occasionally engaged in project management activities across all communities and in the two case communities.

Community Capacity, Cohesion, and Feelings about One's Community

In general, participants agreed that four statements of community capacity described the current state of the community. The two hub communities were no different in this average assessment of community capacity. When asked three questions about community cohesion, again participants in both of the two hub communities and participants in the other hubs felt they agreed that these examples of community cohesion were currently present in their community. Between the two case study hub communities and the other communities, there were also no major differences observed regarding participants' feelings about their communities. Across all communities, including the case study communities, participants, on average, agreed with the statements about their communities.

Contributions Attributed to the Leadership Program

As participants reported typical use of leadership skills, degree of involvement in community activities, and opinions of community capacity and cohesion, participants were also asked how much they felt the Leadership Program contributed to their responses. In each category, the means of the two hub communities fell within one standard deviation of the sample means. This again indicates that the two hub communities are average and representative of the other hub communities. Participants in these two communities feel the program has affected them no more or no less than what other participants in other communities felt the program contributed, on average. Results are reported in greater detail in Section 2.

When selecting hub communities for the case studies, communities were screened to be representative of all hub communities. Examining the degree to which individuals use skills and to what extent participants attribute using skills to the program also provides perspective on how the two case study communities represent the fuller sample. Across all measures, the two hub communities are typical cases, in which participants are using skills, on average, at the same rate as the participants in all other hub communities. Furthermore, participants in these communities feel the Leadership Program has affected them and their communities, on average, similarly to participants in all other communities. In conclusion, the community impacts reported throughout the case study findings are likely typical of the findings that can be found in communities in which participants use leadership skills to the same frequency and that attribute similar amounts of skill use to the Leadership Program.

Case Study Outcomes

The trained leaders, their evidence of networking, and their ability to change organizations all represent new community capacity in the case study communities. The case study evidence will be used to examine to what extent this community capacity has begun to affect components of the two communities' net vitality in the economic, social, and environmental contexts. These three contexts are discussed separately although a single change to the community could impact more than one of the three areas.

Economic Change

In the narrow sense of economic development, it appears the Leadership Program has had limited impacts on the case study communities. The Leadership Program has not directly affected the communities' economic structures. The program, the cohort projects, and the subsequent activities of cohort members have not created permanent jobs in the community, nor have these activities changed business operations. There have been some limited effects on the economy, however, namely to some jobs and access to external funding resources.

First, it appears that the program has had a small effect on employment. In Wallowa County, the first cohort project provided temporary funding for artists to come into county classrooms and offer art education classes. Some of these artists benefited financially by then offering private lessons to individuals and finding new clients within the community for their artwork. These financial benefits would have provided additional income to the involved artists. The actions of one Leadership Development graduate retained federal funds for the Head Start program within the community. A portion of these federal dollars were spent on staff members to organize and run the program. This effort also affected the community socially, by maintaining access to early childhood education.

The program has brought in some external investments into the community that may or may not have otherwise occurred in the given time span. The first two cohort projects in both communities extended beyond the first year of the project attracting additional resources, which expanded the total impact to the community. The Ford Family Foundation provided $20,000 cash investments through the three community cohort projects and required communities to collectively raise another $20,000. These matching funds were raised with a combination of grant writing and local fundraising. Some of these fundraising efforts also attracted additional outside funds through grant writing efforts. The various construction projects used some local materials, which benefited local businesses.

Social Change

Of the three aspects of the community discussed here, the Leadership Program appears to have had the largest impact on the communities' social spheres. These impacts largely resulted from the cohort projects. The projects appear to have planted the seed in the community for more changes, as people used them as a spring-board for additional community initiatives. Many of the observed changes to the social sphere of the studied communities may be precursors to economic development, but the communities had not yet been able to realize these changes at the time of the study.

The first cohort projects in the two case study communities involved improving community school facilities or school curriculum. Both projects were extended past the one year timeline of the Leadership Program. In the Coastal Douglas hub community, the school auditorium project has served as a convening space in the community and the impact of the project can be seen in its wide use in the region, hosting: traveling symphonies, live theatre, movies, guest speakers, and a variety of school-related functions. A former Leadership Development class participant who works at the school sets up the equipment whenever the space is in use, and many in the community feel a special attachment to the auditorium after being involved in the renovation. The organization that provided an institutional home for cohort members working on the auditorium project became a revitalized community organization through the experience. The group has effected many positive changes to the art and cultural life in the community. This group has also replicated their cohort experience by collectively selecting a new community project to implement. The social impacts of this project thus include: improving a public community space (library), building networks in the community through collaboration among organizations, and fundraising projects that have added new recreational opportunities for participating community members.

In Wallowa County, the Artist of the Month cohort project enhanced public school art education throughout the county at a time when the school districts could no longer afford art teachers. The project was continued in fewer schools the following year and remains active through an after-school program. In this case, the cohort project appears to have resulted in

increasing a sense of community among participating artists. The project also enriched the education of local youth by showing them the possibilities of living and working in Wallowa County and letting them experience a wide range of art types at a young age. Finally, the increased collaboration between schools and the artist community has encouraged some children to further develop talent and skills through private art lessons. These impacts have improved the education, culture, and sense of community in Wallowa County.

The improvement of city parks, auditoriums, libraries and the increased activities of local organizations that resulted from other cohort projects have increased the number and diversity of public events and local recreational opportunities in the community. While many of these events are fundraisers for a local project they still provide an opportunity to gather together as a community, offering participants the chance to create and use networks in the community.

The improved skills of so many participants also represent a social change in the community through improved human capacity. Many of the topics covered in the Leadership Development class curriculum improve the soft skills of individuals, skills that can bring new effectiveness to people at work, in their organizations, and can be leveraged to greater effect through networks. Sometimes the development of skills leads an individual to leave a community better-prepared to search for new opportunities, but more likely, individuals employ these skills in small ways in their communities. For some of these individuals these skills will remain active for many years and may lead to different outcomes over time as an individual's role in the community changes.

Environmental Change

In the community vitality framework, environmental changes can refer to changes made to either the natural environment or the physical, built environment. Indicators of the quality of the natural environment include recycling rates, air or water quality, pervasiveness of invasive species, plant and animal biodiversity, habitat restoration and landscape preservation. With respect to the natural environment, the program's impacts have been minimal. The third cohort project in Wallowa County installed bike racks, and to the extent that this encourages more people to use a bicycle in the county, the program could be perceived as marginally promoting

less fossil fuel use and lower emissions in the region. Beyond the cohort activities, one of the organizations started in the Coastal Douglas community by two past Leadership Program participants planted marigolds in the community. This small project has helped improve the natural environment. The case studies found no examples of individuals establishing organizations with a mission to or taking on the task of improving the environmental quality in their communities.

The built environment includes all aspects of community infrastructure, from highway medians to public parks to trash receptacles to buildings. The Leadership Program has had the most direct impacts on the built environment in the case study communities. All but one of the cohort projects contributed something to the built environment of the two hub communities. The two park projects in Coastal Douglas improved the usability of these public spaces and improved the aesthetic qualities of the community. Improving the visible appeal of the central city of Reedsport has become a high priority issue for a segment of the population over the past 10 or more years. Advocates point out that a beautiful city benefits not only current residents but improves the city's potential to attract new residents or passing motorists to stop and invest in the community. Of all the residents to attract, highly qualified doctors are a priority to the rural hospital. As both a space of physical beauty and a recreational amenity, improved city parks are one component of a community which can help attract newcomers.

The second cohort in Wallowa County improved the signage at the county fairgrounds, and these efforts contributed to previous and later efforts by other groups to revitalize the complex. Community members attribute the newly installed reader board for making the community more aware of events happening at the facility.

Networks built from the Leadership Program aided participants in establishing one organization and gave momentum to other organizations. Two of these organizations are now tenants in downtown storefronts in Enterprise. Filling empty storefronts improves the downtown atmosphere and offers citizens and outsiders additional educational and recreational

opportunities. Networks established through the program have also been used to increase public comment in governmental forums, which in Wallowa County contributed to the defeat of a land use zoning change. These are positive changes to the built environment, and are the result of the Leadership Program.

Summary

The findings discussed above suggest that the Ford Institute Leadership Program has had limited influence on the social, economic, and environmental conditions in rural communities. Observed impacts are largely connected to cohort projects, which have provided an impetus for change in these communities. Without the project requirement, less community impact would likely have been observed. These findings may be due to the limited amount of time elapsed since the training occurred, the disconnect between leadership development curriculum and community development, and the barriers faced by participants as they have tried to implement change.

One explanation for the level of observed changes to community vitality may be due to the amount of time that has passed between the community's first cohort and the time of the case studies and surveys. Wide-scale environmental, social, and economic change in communities may take longer than seven years to occur, which is the longest amount of time a community could have had their first cohort and been recorded through the surveys or interviews. The case studies found many past participants actively contributing to their communities, individuals who took the first training classes are just as involved as those who participated in the third class and the passage of time has not diminished the ability of skilled and willing individuals to contribute. The impact of the Leadership Program on the vitality of these two rural communities is still unfolding. It is possible that, in time, these impacts will encourage larger changes to the community.

Another reason for the limited impact of the Leadership Program on communities could be due to the nature of the curriculum and program itself. The Leadership Development and Effective Organization curricula focus on teaching communication skills and project and organizational

management skills. Only in the Leadership Development curriculum is any time devoted to discussing community issues or community development strategies, but that time is very limited. Without being taught about economic, environmental, or social change or any strategies for attaining change in those areas, it may be inappropriate to expect participants to translate their Leadership Program experience into broader community change efforts.

Finally, when participants in the two communities talked about how they saw their community changing, they often mentioned barriers to change. Participants mentioned a wide range of personal barriers including volunteer burn-out, conflicting political ideologies, lack of support from fellow community members, and even cases of personal threats. A full analysis of the context of community barriers in these two case study communities will be explored in the 2011 report and will be able to provide a richer understanding of how the vitality has been changed.

Community Vitality Summary

One of the goals of the Ford Institute Leadership Program is to increase the vitality of rural communities in Oregon and Siskiyou County, California. In order to assess the extent to which vitality has been affected by the Leadership Program, the evaluation relied upon quantitative and qualitative data from former program participants. The findings discussed in this report represent the preliminary analysis of these data. In addition, the notion of community vitality was operationalized in such a way that recognizes the time order of Leadership Program's impacts, which will first affect the way individuals work in communities and then affect social, environmental, and economic spheres of the community. Thus, impacts of the program on community capacity were first assessed and then the impact of the program on environmental, social, and economic change in communities was examined.

Overall, former Leadership Program participants feel that current levels of capacity in their rural communities are high. They also tend to have positive feelings about their community, generally. When asked if they felt that the Leadership Program had contributed to the levels of capacity and cohesion in their communities and their feelings about the community,

participants indicated that they thought the program contributed a moderate amount. Individuals who rated their communities high in capacity or cohesion attribute a good deal of this to the Ford Institute Leadership Program; this represented greater attribution ascribed to the program than those who rated their communities lower in capacity or cohesion. Similarly, those who had more positive feelings about their communities felt the program contributed more compared to those who had less positive feelings. These data suggest that for some communities, the Ford Institute Leadership Program has helped the community become cohesive, with high capacity. As a result of the program, many of these communities now have a new cadre of effective, well-networked, and mobilized leaders who can work toward change in their communities.

Evidence suggests that the Ford Institute Leadership Program has had a much more limited influence on the social, economic, and environmental conditions in rural communities. Observed impacts are largely connected to cohort projects, which have provided an impetus for change in these communities. Without the project requirement, less community impact would likely have been observed. These findings may be due to the limited amount of time elapsed since the training occurred, the limited discussion of strategies to obtain community vitality in the program curriculum, and the barriers faced by participants as they have tried to implement change.

6. Does the Leadership Program transform individual participants, organizations, and communities above and beyond the intended outcomes?

The Leadership Program aims to have more highly trained individuals taking active roles in their communities. The program expects some participants will join a new organization, become leaders within their organizations, or run for elected office for the first time. The program also expects that graduates will work more collaboratively and engage more frequently in project management activities. The impacts of the program on all of these desired outcomes have been discussed throughout this report. In this section, the findings of case study interviewees who experienced outcomes above and beyond those intended by the program are presented. To increase the readability of case study findings, pseudonyms have been assigned to some participant's who are profiled in various examples.

Through 50 interviews of individuals who have participated in the Leadership Program, the case study interviews found two participants who have achieved outcomes that are above and beyond the program's intended outcomes. Both Zoey and Adrian have taken on new responsibilities through different jobs. In addition, Zoey has finished high school and started college. Their experiences are described to show how the Leadership Program is capable of effecting participants above and beyond the intended outcomes.

Zoey described herself as an introvert who could never have imagined speaking up in front of a group of community members. She joined the Leadership Program with few expectations after being encouraged by someone at her workplace. She was in the first Leadership Development class and took every opportunity provided by the Leadership Program to further develop her skills. Despite her shyness, Zoey became a trainer for other cohorts in her community. Zoey has also attended opportunities to network with leadership graduates from other communities through Regional Conferences and Regards to Rural conferences. She has applied knowledge gained from these conferences in her community.

After developing the skills to present material and teach adults as a Community Trainer in the the Leadership Program, Zoey applied those presentation skills in her job. She has also taken on

an additional leadership position in her community by joining the local school board. Through the program, she developed a stronger connection to the community, and she wants to continue to be civically engaged.

While all of these changes are expected outcomes of the Leadership Program, the program also inspired Zoey to take on more responsibilities, including managing employees through another new position in her workplace. She had also completed her high school degree and at the time of the interview was a junior at a state university.

> *"I am just really glad that I did it [the Leadership Program]. I really am. I had just started the position here and I think it really gave me a lot of skills to continue and more confidence. Knowing people has been important in this job and got me going. I love the learning part of it, I have finished high school since then and I am now a junior at [a university]. I am working on my bachelors, I think it has just helped roll things forward. I am not sure if I would have been on that forward roll."*

The Leadership Program has helped Zoey not only contribute to her community through her workplace and community volunteering, but it has also improved her feelings about her community. The unintended outcome of the Leadership Program is that it has helped her improve her economic status and educational experience.

Another graduate, Adrian, has gained a sense of confidence, an improved understanding of her personality, and leadership skills to improve her community and her personal life. She attributes applying for a job to the confidence she gained through the program. Changing careers in the community also improved her economic stability.

> *"I think it gave me the confidence to apply for a new position which was very demanding. I really don't know if I would have had the confidence to apply for it if I would not have gone through the Ford leadership training."*

Like Zoey, she has also become more involved in community organizations and projects. Adrian specifically attributes her increase in civic engagement to learning she was a "connector" through the Myers-Briggs Type Indicator® personality test. The cohort project allowed her to develop many skills, and she is now a board member for multiple community organizations.

Above and Beyond Intended Outcomes Summary

The Leadership Program encourages participants to become leaders, run for elected office, work more collaboratively, and participate in community projects. For some individuals it has an even larger impact, helping them transform their personal lives by giving them the confidence and skills to become better educated or apply for new jobs.

CONCLUSION

In 2003, The Ford Family Foundation initiated a comprehensive training program designed to increase the vitality of rural communities in Oregon and Siskiyou County, California. The Ford Institute Leadership Program is a five year commitment between the Ford Family Foundation and participating communities. Multiple training components are offered to increase the leadership skills of individuals from rural communities, the effectiveness of rural community organizations, and the degree of collaboration in rural communities.

In 2007, The Ford Family Foundation contracted with a team of evaluators from Oregon State University (OSU) to design and conduct an outcome evaluation focused on the results of the Ford Institute Leadership Program, also referred to as the Leadership Program. In order to assess these outcomes, the team of evaluators from Oregon State University began working collaboratively with the Ford Institute for Community Building. This evaluation contract has been renewed annually and in each successive year OSU evaluators have been able to expand the collected data and deepen the scope of the analysis.

In 2010, the evaluation collected both quantitative and qualitative data and explored all eight research questions developed collaboratively with the Foundation. In some areas, the evaluation is able to make conclusions about the results of the Leadership Program while in others the data collected thus far are only able to provide preliminary insight into the impacts of the program. A discussion of these results by research questions follows.

Does the Leadership Program develop effective community leaders who apply what they learned?

The Leadership Program and the Leadership Development classes, in particular, are focused on teaching participants leadership development skills. In order for leaders to be effective, they must first gain the skills and then apply them in their lives and communities. As effective leadership development follows this sequential pattern, it has been important to structure the evaluation in such a way to reflect this time-order. At the end of the Leadership Development class, participants report feeling more competent in the three types of leadership development

activities taught during the Leadership Development class. The past participant surveys of individuals who took the class between one and six and half years ago, provide important follow-up information on individuals' reported skill usage after they have completed the training. An analysis of these data revealed that former Leadership Development participants applied their leadership skills and engaged in community building and project management activities to varying degrees and in various settings over the past year.

Of the three types of leadership activities, leadership skills were applied the most frequently, about once a month by participants. There were significant differences in the frequency of application depending on the type of skill, however. On average, participants reported applying their communication skills almost weekly, working with others about once a month, and networking slightly less frequently in the past year. The data also indicate that leadership skills are applied in many settings, the most popular being in the community.

Participants have, on average, engaged in community building activities occasionally in the past year. Among these community building activities, participants reported that they educated themselves about the issues in their community and encouraged others to participate in community issues the most often. The lower average level of activity observed among leadership class participants for community building activities, as opposed to leadership skill application, is possibly due to limited opportunity to do the activities.

Participants were least likely to engage in project management tasks for community efforts. In the previous year, participants on average are only doing project management activities rarely to occasionally in community efforts or projects. This may be due to limited community efforts or projects being available to work on in a given year or participants not holding a specific role that would facilitate the application of these specific skills.

For all types of leadership activities, the majority of participants reported that in the past year they did the activities more often than they did before the class. In each case (leadership skills,

community building, and project management), the majority of participants who reported high activity indicated that this level of activity was greater than before they took the LD class. This implies that the leadership class is fostering high engagement among participants, and participant responses to the question of the class' contribution solidify this connection. Again, for each form of effective community leadership, over half of participants indicated that the leadership class contributed a good to a great deal to their ability to do the activities or use the skills. Qualitative findings supported the quantitative findings. Participants said they left the class better equipped to address issues in their community, with the confidence to make a difference, and with expanded networks of people with whom to work. Despite the barriers many individuals faced in their engagement in community work, these barriers only somewhat limited their amount of leadership activity in the last year

Does the Leadership Program contribute to increased civic engagement?

The Ford Institute for Community Building has identified successful community citizens as people who engage in community governance, collaborate, support community organizations, serve others, work productively, and live purposely. The Leadership Program curriculum encourages participants to become active members in their communities and increase their civic engagement.

On the past participant surveys, former participants, who took the class between one and six and half years ago, were asked how often they participated in 11 various activities related to civic engagement in the past year. Respondents reported that on average they occasionally engaged in civic life in the past year. Participants engaged more frequently in particular activities like volunteering, voting, working in community groups, fundraising for local causes, and promoting local events.

Participants were also asked whether the frequency with which they have done civic activities over the past year was more often, less often, or about the same than the number of times they did these activities before they participated in the leadership class. One-half of participants reported that since the leadership class, their level of civic engagement has

increased. Furthermore, participants reported that the leadership class contributed moderately to a great deal towards their ability to engage in these civic activities. Approximately 52% felt that the class contributed a good or great deal to their ability, whereas 29% indicated a moderate amount, and 19% a little or not at all.

Does the Leadership Program build strong networks of community leaders within and across rural communities?

The Leadership Program provides opportunities for participants to make new connections with other members in their community, thereby allowing participants to expand their networks. Connecting with other members in the community is one of the leadership skills measured in other sections of this report and is one of the skills participants mention in open-ended comments. A case study in two hub communities provides some insight into how Leadership Program participants are using networks within their communities. Supporting quantitative data, the Leadership Program appears to have increased the quantity and diversity of networks for some participants. Participants have used networks in many different settings and most commonly in organizations, at work, and on community issues. The Leadership Development cohort projects are one venue which allows participants to broaden their connections with the community. These projects have created different networks among participants depending on the scope of the project, the labor requirements, and the fundraising methods.

When they used networks, participants found both personal and community benefits. Some participants personally benefited from new community connections when they developed close friendships through the program. Other participants reported that they felt more connected to their communities after they had built networks. Participants have used networks within their communities to accomplish both small and large community projects and to meet collective interests outside of organizations. Finally the interviews with former Leadership Program participants suggest that networking activities are limited by a lack of cohort-to-cohort relationships, changes in participants' ability to be civically engaged, and people leaving the community.

Does the Leadership Program build strong, community-oriented, and collaborative community organizations?

In order to develop strong, community-oriented, and collaborative community organizations, the Ford Institute Leadership Program first seeks to improve the capacity of organizational staff, leaders, and volunteers. Once the capacity of these individuals to manage organizations successfully and help their organizations become more community-oriented and collaborative is built, then their organizations can change in these ways. The evaluation of the extent to which the Leadership Program has affected organizations reflects this time-order of capacity development and organizational change. To this end, in 2010, data about the development of individual-level organizational management capacity were analyzed along with information from interviewees in the two case study communities, about how they have transferred that capacity to the organizations in which they work.

Analysis of survey data from 2009 and 2010 Effective Organizations participants revealed that the Leadership Program moderately increases the knowledge about and the likelihood that individuals will engage in effective organizational management and collaborative activities. Participants reported feeling the most knowledgeable about strategic planning at the end of the training. Participants also reported leaving the EO training highly likely to collaborate and implement many of the strategies discussed there. They were most likely to improve the functioning of their boards, update their organizations' strategic plans, and improve the development and management of human and financial resources. Qualitative results suggest the Effective Organizations training also yields benefits beyond knowledge gain and behavior change. Participants increase their confidence and readiness to use skills in their organizations, they also gain access to new networks of people and organizations with which to work in the future, and some cite experiencing personal growth as a result of the training.

Qualitative responses from Effective Organizations participants provide insight into how they expect changes will occur in their organizations. Most often, participants did not mention how their organizations would implement change as a result of their participating in EO training; they merely anticipated that they would. Sometimes, however, participants were explicit. A

small number of individuals felt that change cannot happen without the buy-in of their colleagues. By contrast, slightly more people spoke about change happening in their organization not because of wide-scale buy-in by the organization, but because of their own actions. These people talked about themselves as catalysts for change in their organizations. As relatively few participants explicitly discussed the pathways their organizations would follow to realize change it is difficult to anticipate which will predominate. This information does suggest, however, that there may be multiple pathways for change, which may present barriers for some organizations and opportunities for others.

The case study findings begin to provide insight into the ways Leadership Program participants use the skills and ideas they learn from the trainings in their organizations. From the two case studies, there was evidence that Leadership Program participants increase their contributions to the community through their organizations, which, in turn, changes their organizations' contributions to the community. Interviewed participants also reported that they have become more effective members of their organizations by implementing new skills learned from the program. To the extent that these individuals' actions successfully influence the organization as a whole, the organization may become more effective overall. Many participants also report taking on larger roles in their organizations, due to the improved sense of confidence they gained from the training. For some individuals, the number of new activities they have implemented in their organizations through these larger roles has been substantial. Most importantly, the interviews reveal that the Leadership Participants who took on larger leadership roles in their organizations represent an increased number of people interested in contributing to the community through organizations. The case study also identified examples of a few leadership participants working together through organizations to form new organizations, strengthen existing organizations, and implement new activities. These findings suggest that some organizations are becoming more effective, more community-oriented, and more collaborative as a result of their members taking part in the Leadership Program.

Does the Leadership Program contribute to vital rural communities?

One of the long-term goals of the Ford Institute Leadership Program is to increase the vitality of rural communities in Oregon and Siskiyou County, California. The Institute has defined vitality with 29 measurable indicators of a community's capacity and its economic, social, and environmental conditions. This evaluation relied upon quantitative and qualitative data from former program participants to provide a preliminary analysis of changes in hub community vitality as a result of the program.

The program first influences community vitality by affecting a community's capacity or the way individuals work together. A quantitative analysis of community capacity in 44 hub communities revealed that overall, former Leadership Program participants feel that current levels of capacity in their rural communities are high. They also tend to have positive feelings about their community, generally. When asked if they felt that the Leadership Program had contributed to the levels of capacity and cohesion in their communities and their feelings about the community, participants indicated that they thought the program contributed a moderate amount. Individuals who rated their communities high in capacity or cohesion attribute a good deal of this to the Ford Institute Leadership Program; this represented greater attribution ascribed to the program than those who rated their communities lower in capacity or cohesion. Similarly, those who had more positive feelings about their communities felt the program contributed more compared to those who had less positive feelings. These data suggest that for some communities, the Ford Institute Leadership Program has helped the community become cohesive, with high capacity. As a result of the program, many of these communities now have a new cadre of effective, well-networked, and mobilized leaders who can work toward change in their communities.

The case studies also examined how past participants have affected the social, environmental, and economic spheres of the community in two hub communities who have completed the Leadership Program. Evidence suggests that the program has had a much more limited influence on the social, economic, and environmental conditions in rural communities.

Observed impacts are largely connected to cohort projects, which have provided an impetus for change in these communities. Without the project requirement, less community impact would likely have been observed. These findings may be due to the limited amount of time elapsed since the training occurred, the limited discussion of strategies to obtain community vitality in the program curriculum, and the barriers faced by participants as they have tried to implement change.

Does the Leadership Program transform individual participants, organizations, and communities above and beyond the intended outcomes?

The Leadership Program encourages participants to become leaders, run for elected office, work more collaboratively, and participate in community projects. For some individuals the program has an even larger impact, helping them transform their personal lives by giving them the confidence and skills to become better educated or apply for new jobs.

Do outcomes vary by aspects or attributes of the program, individual participant, organization, or community?

Overall, it appears that as a result of their participation, Leadership Program participants gain moderate amounts of knowledge, skills, and motivation to be effective leaders, engage in civic life, manage organizations effectively, and help their organizations become more community-oriented and collaborative. In addition, past participants, on average, report functioning as effective community leaders occasionally to frequently in the past year. These results represent positive, overall impacts of the program on individuals. Not all participants experience the same impacts, however, and in this report the extent to which impacts varied by attributes of individuals and classes was explored.

Using the combined Leadership Development class past participant surveys to run Ordinary Least Squares regressions, it was possible to examine the extent to which the characteristics of participants and the classes in which they participated limit or foster an impact of the program on their behaviors. The analysis found that some attributes of individuals and the LD classes in which they participated were associated with the frequency of application or activity in the past year. Significant individual characteristics included: age, race/ethnicity, income, previous

leadership experience, the number of organizations with which participants were involved, the number of hours involved with organizations, the percentage of Leadership Program activities in which individuals participated as well as being employed or an elected or appointed official. Significant class characteristics included: class size and being in a class led by Community Trainers. Though these factors structure the extent to which participants apply their leadership skills or are involved in community building and project management, many of these characteristics exert only small levels of influence.

Regression analysis of the past participant surveys also revealed some specific individual characteristics as significant predictors of participants' levels of civic activity in the past year. Age, income, the number of organizations with which participants were affiliated, hours per month with these organizations, and being an elected official all were associated with participants' engagement in civic activities. Though these factors were found to be statistically significant predictors of civic engagement levels, each was responsible for only small differences in civic engagement across participants.

Analysis of the combined 2009 and 2010 Effective Organizations participant revealed that some attributes of individuals are slightly associated with the extent of change to the knowledge or behavior of participants: pre-training levels of knowledge and likelihoods of behavior, roles in organizations, region, previous training in leadership or organizational management, gender, age, employment status, and public official status. Though none of these factors emerged as large predictors of change to knowledge or behavior likelihoods, one factor was consistently associated with all measured outcomes, namely pre-training levels of knowledge and behavior. As this factor was consistently associated with the impact of the training on participants, a supplemental analysis was done to uncover the factors that predict high levels of knowledge or behavior before the training. This analysis revealed that individual-level factors exert only small levels of influence.

Are changes in leadership, community organizations, and/or community vitality sustained over time?

The long-term nature of the Ford Institute Leadership Program's goals for rural communities necessitates that program outcomes be sustained over time. As the program has been operating in communities since 2003 it was possible, in 2010, for the evaluation research to begin to assess the persistence of program outcomes. To this end, the evaluation focused on examining the extent to which changes to leadership and civic engagement have been sustained over time.

Analysis of the combined Leadership Development past participant surveys revealed that participants reported similar, moderately high levels of leadership, project management, community building, and civic activity regardless of the amount of time they have been out of the leadership class. This suggests that the Leadership Program is not only successfully developing effective community leaders and increasing civic engagement in communities, but that these changes are being sustained over time. The possibility for the program to succeed at attaining its long-term goal of vitality, which requires the long-term efforts of a cadre of active and effective community leaders, may be heightened as a result of this finding.

Summary

This report builds on findings outlined in past evaluation reports and represents a mid-term culmination of the multi-phased evaluation design. Future evaluation efforts will continue to build on these findings and will continue to reveal the ways in which the Leadership Program affects individuals, organizations, and communities.

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Appendix 1: Past Participant Response Rate by Community, Cohort, and Year

Past Participant Response Rate by Community					
Hub Number	Total Responded	Total Population	Response Rate	Number of LD Cohorts	Semester/Year Entered Program
Coquille Valley	24	37	65%	3	Spring 2003
Lake County	38	96	40%	4	Spring 2003
Riddle/South Douglas	6	9	67%	1	Spring 2003
Yreka	29	56	52%	3	Spring 2003
Banks	24	53	45%	3	Fall 2003
Gates/Mill City	31	69	45%	3	Fall 2003
Tulelake/Merrill/Malin	17	56	30%	3	Fall 2003
Milton-Freewater/AWHA	23	48	48%	3	Fall 2003
Coastal Douglas	33	77	43%	3	Spring 2004
Harney County	31	57	54%	3	Spring 2004
Mid-Klamath	27	68	40%	3	Spring 2004
South Lane	48	83	59%	3	Spring 2004
Jefferson County	17	51	33%	3	Fall 2004
Philomath	53	85	62%	3	Fall 2004
Rainier	17	48	35%	2	Fall 2004
Sutherlin	28	58	48%	3	Fall 2004
Bandon	14	43	33%	2	Spring 2005
Sherman County	15	40	38%	2	Spring 2005
Vernonia	27	55	49%	2	Spring 2005
Wallowa County	19	37	51%	2	Spring 2005
Bay Area	39	62	63%	2	Fall 2005
Cornelius	13	34	38%	2	Fall 2005
Gold Hill (Rogue Comm. Partners)	11	23	48%	1	Fall 2005
Hood River	21	44	48%	2	Fall 2005
Baker County	35	60	58%	2	Spring 2006
Keno/Butte Valley*	20	53	38%	2	Spring 2006
East Linn	30	51	59%	2	Spring 2006
Tillamook	35	56	63%	2	Spring 2006
Monmouth/Independence	34	52	65%	2	Fall 2006
South Lincoln County	36	52	69%	2	Fall 2006
Union County	29	43	67%	2	Fall 2006
Winston/Dillard	33	53	62%	2	Fall 2006
Florence	10	20	50%	1	Spring 2007
Gilliam County	13	24	54%	1	Spring 2007
South Columbia County	16	30	53%	1	Spring 2007
South Siskiyou County	12	33	35%	1	Spring 2007
Oakridge/Westfir	13	20	65%	1	Fall 2007
Ontario Region	18	26	69%	1	Fall 2007
Veneta/Fern Ridge	20	25	80%	1	Fall 2007
Wasco County	15	21	71%	1	Fall 2007

continued on next page

Hub Number	Total Responded	Total Population	Response Rate	Number of LD Cohorts	Semester/Year Entered Program
Grant County	12	21	57%	1	Spring 2008
McKenzie River Valley	23	32	72%	1	Spring 2008
Sisters	15	20	71%	1	Spring 2008
White City	11	22	50%	1	Spring 2008
Chiloquin	8	15	53%	1	Fall 2008
LaPine	22	25	88%	1	Fall 2008
Newberg	20	25	80%	1	Fall 2008
North Curry County	20	28	71%	1	Fall 2008
Wild Rivers Coast (South Curry)	19	27	70%	1	Fall 2008
Total	**1,124**	**2,123**	**53%**	**94**	

Note: 23 of the 2,146 LD participants were excluded from sample because their contact information was not available or because they did not participate in the LD class between 2003 and 2008
*Keno/Butte Valley separated into two hubs after the first cohort, combined here for reporting purposes.

Past Participant Response Rate by Cohort			
Cohort	Total Responded	Total Population	Response Rate
1	635	1,116	57%
2	360	707	51%
3	120	281	43%
4	9	19	47%
Total	**1,124**	**2,123**	**53%**

Past Participant Response Rate by Year			
Hub Number	Total Responded	Total Population	Response Rate
2003	79	130	61%
2004	86	180	48%
2005	143	331	43%
2006	212	402	53%
2007	224	447	50%
2008	380	633	60%
Total	**1,124**	**2,123**	**53%**

Appendix 2: Stepwise Ordinary Least Squares Regression Methodology

In the analysis of Leadership Development past participant and Effective Organizations background and outcome data, a stepwise regression technique was employed to facilitate the specification of a parsimonious statistical model. Without a hypothesis or theory to test, stepwise regression techniques can be useful to researchers using an inductive approach to data analysis. In this approach, the researcher allows patterns in the data to emerge and inform the construction of theories about the topic.[12] Little theoretical work has been done to suggest ways in which individual characteristics might be associated with leadership or organizational management learning and behavior outcomes. Therefore it follows that this research effort would take a more inductive approach to examining the data. The results of this effort can then be used to help develop theories and hypotheses about how organizational management learning and behavior changes are influenced by certain attributes of individuals.

Stepwise regression models use the same estimation techniques as traditional Ordinary Least Squares (OLS) methods, but test each variable before including it in the model leading to fewer dependent variables. The models yield statistical estimates of the relationship between independent variables and the outcome (or dependent) variable, holding other factors in the model constant. OLS regression is able to isolate a "more pure" association between two variables than correlation analysis because factors that may be somewhat associated with the two variables are held constant in the model. With OLS methods it is possible to examine the extent to which a unit increase in an independent variable, like income, affects the outcome variable, net of other factors that vary across individuals. The stepwise approach to OLS regression proceeds from the idea that it is possible to arrive at a parsimonious and efficient model that estimates the relationship among a variety of variables by systematically omitting variables from the model that are not significantly associated with the outcome variable.

[12] A deductive research approach, by contrast, proceeds first from a theory about the topic and data analysis tests the extent to which that theory is apparent in the data.

Stepwise regression starts by running an OLS regression on a model that contains many independent variables. Then the variable that has the highest *p*-value in the model (the least statistical significance) is noted and removed from the next version of the model to see if the significance of other variables has been affected. If there are insignificant variables in the next model, the least significant is removed again, and the model is re-run. This process continues until the only variables left in the model are those that are significant at a set p-value (a significance at the $p < .05$ level was used in this report). That final model is considered efficient because it contains only the variables that explain some variation in the outcome variable and does not include variables that contribute nothing to our understanding about how factors are related to the outcome.

For this analysis, the stepwise technique was used to illuminate the variables that are significantly associated with the outcome variables of interest. The final model was then modified slightly to reintroduce necessary omitted variables. The stepwise technique, run using STATA statistical software, does not recognize multiple category variables, like a participant's affiliation in organizations. When the model is run, these variables can become omitted if they are not statistically significant in explaining variation in the outcome variable, but this compromises the integrity of the model. All of the categories of organizational affiliation need to be included for proper interpretation of the data if one of the categories is significant. In addition, the stepwise regression limits the sample size of the data being analyzed to individuals who do not have missing values for any of the variables included in the first full model. This can decrease the sample size substantially and reduce the robustness of the model. For these reasons, after the stepwise technique revealed the significant variables, the model was re-run to include necessary omitted variables and more respondents.

Though convenient for data analysis that proceeds without a theoretical backdrop, stepwise regression has some pitfalls associated with it. The foremost is the overreliance on the data to illuminate potential theories or hypotheses about the topic of interest. Just because two variables are statistically associated with each other does not necessarily mean that they are

indicative of a generalized social phenomenon. There may be some other factor that mediates the relationship between the two variables and this factor may be omitted from the model. Concluding that the included independent variable represents the relationship between it and the dependent variable may be premature, without further analyses of the variable itself and its relationship to other factors that may be more important predictors of the outcome. It is for this reason that many researchers prefer a deductive approach to data analysis and argue that a stepwise approach inappropriately informs theory.

Statistically, stepwise regression also suffers from other problems articulated by statisticians. One problem is that the method may artificially inflate the R-squared values, which indicate the amount of variation in the outcome variable that is explained by the model's independent variables. Another is that the method may not yield the most appropriate model, with the right predictors, if there are independent variables that are highly correlated with each other (at .8 or higher). In addition, the method may produce confidence intervals for the estimated effects of an independent variable on the outcome variable that are too narrow, suggesting more precision than necessary. These problems indicate that interpretation of the findings from the stepwise regressions should be careful and conservative.

Despite these pitfalls, the stepwise technique was used for this analysis because of the lack of prior empirical work on the outcomes of interest. The interpretation of stepwise regression findings in this report will be tempered by the shortcomings of the method.

Appendix 3: Effective Organizations Background & Outcome Survey Methods

In 2009 and 2010, Effective Organizations training participants were asked to complete evaluation surveys on the first and second weekends of the training. On the first weekend, participants were asked to complete a background survey with questions about age, gender, previous leadership or organizational management training, organizational involvement, and other types of personal characteristics. On the second weekend of the training, participants received an outcome survey with questions regarding their knowledge about and behavior concerning organizational planning and management before the training and after the training. These surveys underwent cognitive pretesting in the summer of 2008 and were piloted in two communities in the fall of 2008.

The outcome survey followed a retrospective pretest format, with questions about participants' knowledge and behavior before and after the training. For each item, respondents scored their knowledge on a scale of one to four, where one was "not knowledgeable" and four was "very knowledgeable." In the first section of the survey, participants were asked to rate their knowledge after the training and before the training for 20 organizational management skills. Examples include:

- Developing a strategic plan for your organization
- Specifying board responsibilities
- Developing and managing budgets
- Establishing human resource management plan (employees & volunteers)
- Maintaining an effective volunteer base
- Helping your organization fulfill its mission

In the second section of the survey, participants were asked to rate their likelihood of engaging in 16 behaviors related to organizational management after the training and before the training. Again, the range of the scale was from one to four, where one was "not likely" and four was "very likely." Examples of items include:

- Participate in fundraising efforts for your organization

- Work with other organizations that have similar goals to your organization
- Promote positive board functioning (e.g. communication and decision making)
- Work to increase the role of your organization in improving the community
- Assist your organization in clarifying its mission, goals, and objectives
- Monitor the fiscal health of your organization

In the final section of the survey, participants were asked a series of open-ended questions to solicit some general thoughts and considerations about the impact of the Effective Organizations training on themselves and their organizations. One question asked participants to explain the specific changes they intend to make in their organizations as a result of the training. Another question asked individuals to consider the impact their participation in the training will have on their organization in the long term. The last question asked participants to describe the impact the training had on them personally.

Survey Administration

The Effective Organizations background and outcome surveys were administered by the staff of the training facilitator organizations: Rural Development Initiatives, Inc., Human Systems, and The Nonprofits Association of Oregon (formerly TACS). Effective Organizations training facilitators were provided electronic versions of the background and outcome surveys to be printed by their staff, a script to be used in explaining the survey to participants, and instructions on how to administer the survey. In 2009, the OSU evaluation team spent about an hour and a half with the facilitators explaining the protocol of the survey. In short, trainers were asked to hand out the EO background survey on the Friday of the first EO training weekend and hand out the outcome survey on the Saturday of the second weekend (the final day) of the training. It was recommended that the background survey be handed out around the time the Ford Institute for Community Building is discussed, and trainers were strongly encouraged to hand out the outcome survey after the last module of the training, but not during lunch, and before participants were formally dismissed for the day. Training participants were to be instructed to place their completed surveys in an envelope addressed to the Ford Institute for

Community Building. The surveys were then entered by Institute staff using EpiData open-source data entry software. The electronic EpiData files were then sent to the OSU evaluation team for analysis.

Attendance at both weekends of Effective Organizations training is not mandatory and, according to the trainers with whom OSU faculty consulted before implementing the surveys, there tend to be notable differences in attendance between the first and second weekends of the training. For this reason, training facilitators were also instructed to send a list of absentees to the Institute so that the Institute staff could send surveys to these individuals.

Appendix 4: 2000 Community Vitality Index Scores by Hub Community

Hub Number	Hub Community	2000 Community Vitality Index Score
9	Coastal Douglas	-16.64
13	Jefferson County	-15.03
3	South Douglas	-12.21
75	Drain/Yoncalla/Elkton	-11.79
62	South Jefferson	-10.79
46	Chiloquin	-10.41
33	Winston/Dillard	-9.29
16	Sutherlin	-9.15
81	Lincoln City	-9.12
64	Illinois Valley/Cave Junction	-8.97
69	Morrow County	-8.31
27	East Linn	-8.24
8	Milton-Freewater	-8.11
58	Roseburg	-7.92
63	Dallas/Falls City/Kings Valley	-7.89
67	Grants Pass	-6.88
79	Hermiston/Umatilla	-6.35
1	Coquille Valley	-6.32
11	Mid-Klamath	-6.02
57	Pendleton	-5.99
31	South Lincoln	-5.53
72	Bonanza/Dairy/Beatty	-5.36
21	Bay Area	-5.09
84	Scott Valley	-4.94
17	Bandon	-4.91
41	Wasco County	-4.77
15	Rainier	-3.57
60	Klamath Falls	-3.49
37	South Siskiyou	-3.47
56	Newport/Toledo	-3.40
38	Oakridge/Westfir	-3.25
78	Harrisburg/Halsey	-3.22
34	Florence	-3.19
87	Weed	-3.16
65	Silverton/Mt. Angel	-3.07
4	Yreka	-2.64
45	White City	-2.61
6	Mill City/Gates	-2.61
51	Ashland	-2.50
74	Crook County	-2.50
59	Applegate Valley	-2.41
19	Vernonia	-2.33
23	Gold Hill	-2.16

continued on next page

Hub Number	Hub Community	2000 Community Vitality Index Score
39	Ontario Region/Malheur County	-1.91
30	Monmouth/Independence	-1.75
54	West Valley	-1.69
7	Merrill/Malin	-1.42
50	Wild Rivers Coast/South Curry	-0.93
36	South Columbia	-0.42
10	Harney County	-0.27
86	Stayton/Sublimity/Scio	-0.09
25	Baker County	0.40
53	Jefferson	0.44
49	North Curry County	0.83
29	Tillamook County	1.22
26	Keno/Butte Valley	1.35
32	Union County	1.76
12	South Lane	2.12
40	Fern Ridge	2.25
2	Lake County	2.45
55	Lower Columbia	2.51
52	Cascade	3.24
42	Grant County	3.32
66	Wheeler County	3.43
83	Lower Willamette River	3.61
80	Junction City/Blachly/Triangle Lake	3.65
43	Upper McKenzie	3.89
85	Seaside/Cannon Beach/Gearhart	4.55
70	Woodburn/Donald/Aurora	4.77
76	Estacada	4.79
47	La Pine	5.20
18	Sherman County	5.26
82	Lower McKenzie River	6.32
61	South Benton	6.64
71	Yamhill/Gaston	7.19
73	Coburg	7.30
68	Molalla	7.51
24	Hood River County	7.66
48	Newberg	8.22
14	Philomath	10.71
35	Gilliam County	11.11
22	Cornelius	11.14
77	Forest Grove	11.21
44	Sisters	13.22
5	Banks	13.80
20	Wallowa County	13.92

Hub numbers refer to the order in which communities participated in the Leadership Program. Four communities enter the program each season that the program is offered. For example, communities numbered one through four started the program in the spring of 2003.

Appendix 5: Community Capacity Assessment Survey

This is an excerpt from the Community Capacity Assessment survey for one community.

Have you worked with the Banks hub community as part of your Ford Institute Leadership Program duties?

- ☐ Yes
- ☐ No

If yes, respondents were directed to the following set of questions:

At the time of your involvement with the Banks hub community, how would you have rated it along the following dimensions?
(If you were involved with this community over the course of many years, please consider the whole time you were involved with the community)

1. **The quality of community leadership at the time**
   0 1 2 3 4 5 6 7 8 9 10
   Very low Very high

2. **The capacity of organizations to work for the community good**
   0 1 2 3 4 5 6 7 8 9 10
   Very low Very high

3. **The capacity among individuals in the community to collaborate effectively**
   0 1 2 3 4 5 6 7 8 9 10
   Very low Very high

4. **The sense of community there**: the degree of connectedness among community members, and recognition of collective values, norms, and vision
   0 1 2 3 4 5 6 7 8 9 10
   Very low Very high

5. **The level of commitment among community members**: the responsibility that particular individuals, groups, or organizations take for what happens in the community
   0 1 2 3 4 5 6 7 8 9 10
   Very low Very high

6. **The ability of the community to solve local problems**: the ability to take charge of and make decisions about what happens in the life of neighbors and residents in the community
   0 1 2 3 4 5 6 7 8 9 10
   Very low Very high

7. **The community's access to resources**: the ability to make links with systems in the larger context (city and region), and to access and leverage various types of resources located inside and outside the community
   0 1 2 3 4 5 6 7 8 9 10
   Very low Very high

8. **Any additional comments about the Banks hub community?**

Appendix 6: Community Capacity Assessment Survey Results

The community capacity assessment survey was completed by contractors and the Ford Institute for Community Building staff members. Results aided in the selection of case study communities.

SUMMARY STATISTICS BY HUB							
	Banks	**Coastal Douglas**	**Coquille Valley**	**Milton-Freewater**	**Philomath**	**Sutherlin**	**Wallowa County**
Number who rated this hub	2	5	2	2	4	6	3
Avg. opinion of quality of community leadership	7 (1 DK)	6.2	6	6	6.8	5.8	7.7
Avg. opinion of capacity of orgs	6.5	*5.8*	*3 (1 DK)*	5.5	*5.8*	6.3	7.7
Avg. opinion of capacity of individuals	8	6.2	**6.5**	5.5	6	6.7	8.3
Avg. opinion of sense of community	**9** (1 DK)	**7**	*4 (1 DK)*	5.5	*5.8*	**7**	**9.3**
Avg. opinion of level of commitment among community mems.	7	**7**	*4 (1 DK)*	**6.5**	7	6.7	8.7
Avg. opinion of ability of community to solve probs.	7	6.3 (1 DK)	5.5	5	6.8	6.2	8.3
Avg. opinion of community's access to resources	*6*	*5.8*	5.5	*3 (1 DK)*	**7.5**	*6*	*6.7*
Avg. TOTAL Score across all respondents (range: Low=0 High=70)	**42.5**	**43**	**29**	**35.5**	**45.5**	**44.7**	**56.7**

Appendix 7: Case Study Interview Guides used in Both Communities

Interview Instrument for Ford Institute Leadership Program Participants

Section 1

Purpose: The first portion of the interview will feature questions that focus on understanding each individual's participation in community issues and community institutions. This set of questions will also identify which efforts within the community were started or led by Ford Institute Leadership Program participants. Past participants will be asked to identify the Leadership Program's effect on their individual efforts.

1. What are you involved with in the community?
    a. Have you ever taken a leadership role in the community?
2. Has the Leadership Program process changed your attitude towards being involved in your community?
    a. Where you involved/did you hold this leadership position before you went through the Leadership Program training?
3. How else have you used the skills you gained in Leadership Program?
    a. With your family?
    b. With any businesses you own or associate with?
    c. With any volunteer organizations?
4. Have you had any challenges in applying these skills in your community? (please describe)
5. Do you have plans to be involved in any community projects in the next 12 months?

Section 2

Purpose: A second portion of the interview will focus on identifying and understanding the community's most significant projects and changes. This set of questions will supplement Section1's focus on individual contributions by focusing on significant events within the community to complete a portrait of community development. Participants will be asked who within the community was involved in the community development decision making process, who contributed resources, and what outcomes the community achieved. Collecting these answers across a range of community efforts will allow the researchers to understand how the community operates and if the involvement of trained leaders increases the community's ability to effectively use and leverage its resources. It will also reveal the obstacles facing in community decision making. A third purpose of this line of questioning is to understand the community's goals and challenges and each individual's opinion on the community's future.

6. How would you describe your community to a newcomer? What should I know about the history of the people in this area?
7. Tell me some of your best times in the community? How is this place better than it used to be? How is it worse?
8. Have there been any large scale community initiatives? (business, tourism, health, education) If so how did these things get started and who led the organization of the initiative, and what was the outcome?
9. What are some of the important community organizations? Who participates? Who leads them, and how did they get started?
10. What are the strengths of your community's schools? Weaknesses?

11. What is your opinion towards the available jobs in the community? What is your opinion of major employers? How are the community's businesses involved in local community affairs?
12. What do you think the future holds for the community?

Section 3

Purpose: Building on Section 1, this section will allow the interviewer to ask more in-depth questions in the participant's identified area of leadership experience within the community. These questions seek to understand how the behavior of one individual, working through a local business, the government, or a social organization affects the economic, social, and environmental outcomes in the community and how an individual's behavior is influenced by others in the community. These additional questions will be pulled from a large bank of questions which are based on a theoretical understanding of how individuals use sense of place, cultural norms, and social capital to affect their behavior and use of community resources (see Attachment X).

Section 4

Purpose: A fourth portion of the interview questions will ask all participants to give their opinions about the role of leadership in community development, the openness and effectiveness of the leadership structure in their community, and the role the Ford Institute Leadership Program has had in the community.

13. Do you feel this is an easy community to be involved in?
14. Are people generally willing to be involved in community projects?
15. How critical is leadership to community development?
16. How would you describe the leadership capacity in your community? Who do you consider to be leaders in your community?
17. Can you think of a time when local leadership did or did not respond well to community concerns/opinions?
18. Do you interact with these leaders? Why or why not?
19. How would you describe the community's attitude towards the Ford Institute Leadership Program leaders and training process?
20. Do you think your community is more capable or less capable of organizing citizens into action in the past (6 or 7) years? What has contributed to this change?

Interview Instrument for Participants who did not take the Ford Institute Leadership Program

Repeat Sections 1-3 from the Interview Instrument for Ford Institute Leadership Program participants (see above)

Section 4

Purpose: A fourth portion of the interview questions will ask all participants to give their opinions about the role of leadership in community development, the openness and effectiveness of the leadership structure in their community, and the role the Ford Institute Leadership Program has had in the community.

1. Do you feel this is an easy community to be involved in?
2. Are people generally willing to be involved in community projects?
3. How critical, in your opinion, is leadership to community development?
4. How would you describe the leadership capacity in your community? Who do you consider to be leaders in your community?
5. Can you think of a time when local leadership did or did not respond well to community concerns/opinions?
6. Do you interact with these leaders? Why or why not?
7. Do you think your community is more capable or less capable of organizing citizens into action in the past (6 or 7) years? What has contributed to this change?
8. Are you aware the Ford Institute Leadership Program has occurred in your community?
9. Did you interact at all with the program or members of the community while they were in leadership training?
10. Were you aware the (community project of the second cohort) was a project run by Ford Institute Leadership Program participants?
11. How would you describe the community's attitude towards the Ford Institute Leadership Program leaders and training process?
12. Do you think the Ford Institute Leadership Program has helped the community?
13. Did you consider or apply for participation in the Ford Institute Leadership Program?

Appendix 8: Demographic and Class-Level Characteristics of Past Participants

Demographic and background data were available for the majority of the 1,124 past participants. Below is a summary of who they are and what they have done as well as information about the class in which they participated.

Who They Are

Race/Ethnicity, N = 1,065		
	N	%
White	954	90%
Black/African American	2	< 1%
Asian/Pacific Islander	7	< 1%
Native American, Non-Hispanic	29	3%
Hispanic-Latino	42	4%
Biracial	31	3%

Age as of January 2010, N = 1,074		
	N	%
14–18 years	67	6%
19–24 years	49	5%
25–35 years	72	7%
36–49 years	247	23%
50–70 years	583	54%
Over 70 years old	56	5%

Education, N = 1,081		
	N	%
Less than High School	4	< 1%
Currently in High School	58	5%
HS Graduate/GED	55	5%
Some College	307	28%
Associate's Degree	113	10%
College Graduate	294	27%
Graduate Studies	250	23%

High School Level, N = 53		
	N	%
Freshman	5	9%
Sophmore	14	26%
Junior	11	21%
Senior	23	43%

Employment			
	N	Yes	Percentage
Employed for Pay	998	736	74%
Unemployed, but seeking	998	65	7%
Unemployed and not seeking	998	197	20%
Retired	1,066	198	19%
Self-Employed	1,062	239	23%

Family Income, N = 1,034		
	N	%
Less than 19,999	71	7%
20,000-39,999	210	20%
40,000-74,999	386	37%
75,000-149,999	287	28%
Greater than 125,000	80	8%

Myers-Briggs Type Indicator® (MBTI), N = 1,010					
MBTI Type	N	%	MBTI Type	N	%
ENFJ	104	10%	INFJ	48	5%
ENFP	163	16%	INFP	78	8%
ENTJ	54	5%	INTJ	61	6%
ENTP	70	7%	INTP	56	6%
ESFJ	62	6%	ISFJ	45	4%
ESFP	47	5%	ISFP	30	3%
ESTJ	57	6%	ISTJ	77	8%
ESTP	25	2%	ISTP	33	3%

The Myers-Briggs Type Indicator® (MBTI) is a personality questionnaire designed to identify certain psychological differences. The MBTI inventory is used in to help participants better understand how they and others respond in different situations.

Temperament Types, N = 1,010		
	N	%
NF-Idealist	393	39%
SJ-Guardian	241	24%
NT-Rationals	241	24%
SP-Artisan	135	13%

The sixteen MBTI preferences can also be categorized into four temperament types: SJ-Guardians, SP-Artisans, NF-Idealists, and NT-Rationals.

What They Have Done

Involvement in Community Organizations				
	N	Mean	SD	Range
Number of Organizations*	1,124	2.38	1.68	0 – 5
Average total hours per month with all organizations	896	33.83	48.68	0 – 292
Total hours per year work with organizations	1,124	323.64	546.49	0 – 3500
Average length of time with organizations	923	6.73	6.84	0 – 70
*Number of organizations was limited to a maximum of five.				

Leadership & Volunteer Experience			
	No	Yes	%
Had been elected or appointed official	924	311	34%
Had leadership experience prior to LD	1,080	542	50%
Had new leadership experience since LD*	885	318	36%
Volunteered at least 50 hours last year*	888	750	84%
*Asked on Past-Participant Survey only			

Participation in Leadership Program-Related Activities		
	N	%
Cohort 1	635	56%
Cohort 2	361	32%
Cohort 3	120	11%
Cohort 4	9	1%
Conference of Communities	453	40%
Effective Organizations	337	30%
Community Collaborations	204	18%
Initial Community Contact	6	1%
Nominator	97	9%
Regards to Rural	102	9%
Regional Conferences	177	16%
Community Trainer Summits	77	7%
Community Trainers	162	14%
Advanced Facilitator	6	1%
American Leadership Forum	5	0%
Note: each category out of 1,124 participants.		

Participant Dosage, N = 1,124		
	N	%
Only Leadership Development training	418	37%
Up to half of opportunities	180	16%
More than half, but not all opportunities	352	31%
All Available opportunities	174	15%

Note: Dosage for only the four core components of the Ford Institute Leadership Program: Leadership Development, Conference of Communities (if Cohort 1), Effective Organizations, and Community Collaborations. Reflects all opportunities available in hub *communities as of January 2010*

Class-Level Characteristics

Leadership Development Class-Level Characteristics			
	Mean	SD	Range
Class Size	25	5.20	10 – 35
Percentage of Class Female	64%	11%	36 – 90%
Percentage of Class Youth	18%	12%	0 – 100%
Average Number of Youth	4	2.94	0 – 25
Average Number of Community Trainers per Class*	4	1.47	2 – 8
Percentage of Classes led by Community Trainers	44%	--------	--------

*Calculated for only cohorts with Community Trainers (cohorts 2-4)

Appendix 9: Distribution of Responses for Application of Leadership Skills

Application of Leadership Skills						
	Never	1-3 Times	4-6 Times	Once a Month	Weekly	Daily
Communicate Effectively						
Used active listening skills to understand another person's ideas	0%	3%	4%	7%	33%	53%
Used "appreciative inquiry" to emphasize the positive aspects of a situation	3%	10%	10%	19%	40%	18%
Given a speech or presentation to a group of people	6%	19%	19%	31%	21%	4%
Given constructive feedback to another person	1%	8%	11%	18%	41%	21%
Work with Others						
Worked effectively with different personality types	0%	2%	4%	10%	30%	54%
Facilitated group discussions	6%	14%	12%	27%	34%	7%
Worked to build consensus within a group	4%	12%	19%	29%	30%	6%
Used effective meeting techniques to guide a meeting	8%	16%	14%	32%	26%	4%
Used conflict resolution processes	8%	25%	19%	18%	26%	4%
Network						
Networked with others to address a community issue or problem	5%	17%	19%	27%	25%	7%
Networked with others to advance personally or professionally	9%	20%	19%	21%	22%	9%
Survey items from the past participant surveys.						

Appendix 10: Distribution of Responses for Participation in Community Building Activities

Participation in Community Building Activities				
	Never	Rarely	Occasionally	Frequently
Identified assets in your community	6%	18%	48%	27%
Educated yourself about social, economic, or environmental issues in your community	2%	8%	38%	52%
Helped build public awareness of a community issue or problem	6%	15%	40%	39%
Helped investigate possible solutions to a community issue or problem	6%	15%	44%	35%
Worked to improve the social, economic, and/or environmental conditions of your community	5%	13%	36%	46%
Helped define goals or a vision for your community	10%	23%	40%	27%
Encouraged others to participate in community issues and/or projects	3%	11%	40%	46%
Sought information about how community decisions would impact the local social, economic, and/or environmental conditions	8%	23%	40%	29%
Sought opportunities to learn more about community leadership	11%	25%	42%	22%
Survey items from the past participant surveys.				

Appendix 11: Distribution of Responses for Participation in Project Management Tasks

Participation in Project Management Tasks				
	Never	Rarely	Occasionally	Frequently
Helped set goals for a community effort or project	8%	16%	41%	35%
Helped develop tasks, timelines, and assignments for a community effort or project	11%	16%	40%	33%
Participated in developing the budget for a community effort or project	19%	23%	35%	23%
Helped to publicize or promote some community effort or project	9%	15%	38%	38%
Helped plan a community fundraising effort	15%	22%	37%	26%
Helped involve stakeholders in a community project or effort	16%	19%	39%	26%
Helped to recruit and retain volunteers	13%	24%	37%	26%
Helped seek outside support for a community effort or project	14%	21%	40%	25%
Survey items from the past participant surveys.				

Appendix 12: OLS Regression Results – Leadership Development Activity Levels

Standardized (β), Standard Errors, and Unstandardized (B) Coefficient Effects of Significant Individual and Class Characteristics on Activity Level

	Leadership Skills[a]		Community Building[b]		Project Management[b]		Civic Engagement[b]	
	N = 740		N = 730		N = 838		N = 711	
	B(SE)	Beta (β)	B	Beta (β)	B(SE)	Beta (β)	B(SE)	Beta (β)
Individual-Level Variables								
Age	–.01(.00)	–.14	.01(.00)	.14	.01(.00)	.13	.01(.00)	.25
White Race/Ethnicity	–.26(.10)	–.10	–.18(.07)	–.09	-----	----	-----	----
Employed	.32(.07)	.17	-----	----	-----	----	-----	----
Income[1]	.00(.00)	.10	-----	----	.00(.00)	.11	.00(.00)	.09
Elected or Appointed Official	-----	----	.20(.04)	.16	-----	----	.22(.04)	.18
Previous Leadership Experience	.14(.06)	.09	-----	----	-----	----	-----	----
Dosage[2]	-----	----	.26(.08)	.11	.45(.10)	.15	-----	----
Number of Organizations[3]	.06(.02)	.11	.09(.02)	.21	.11(.02)	.21	.12(.01)	.27
Average Total Organization Hours per Month	.00(.00)	.13	.00(.00)	.06	.00(.00)	.11	.00(.00)	.11
Class-Level Variables								
Class Size	-----	----	.01(.00)	.10	-----	----	-----	----
Community Trainer led Class	-----	----	-----	----	.11(.05)	.07	-----	----
R^2	.12		.17		.14		.27	

Note: Only reporting for characteristics that are significant at $p < .05$. [a]Scale ranged from 1-6 where 1 was "never" and 6 was "daily." [b]Scale ranged from 1-4 where 1 was "never" and 4 was "frequently." [1]Income is the mid-point of the income level category. [2]Dosage is percentage of the main components of Ford Institute Leadership Program participants attended as of January 2010. [3]Number of organizations was limited to a maximum of five.

Appendix 13: Distribution of Responses for Barriers to Skill Application

Barriers to Skill Application				
	Strongly Disagree	Disagree	Agree	Strongly Agree
I felt "burned out" or discouraged by the class project	24%	41%	27%	8%
Personal concerns and demands (health, family, work) limited my time for community leadership activities	12%	32%	42%	14%
My community has been overwhelmed by economic, social, or environmental challenges that are out of our control	10%	45%	34%	11%
I felt overwhelmed by all there is to do in my community	13%	59%	22%	5%
Community work has been too frustrating for me	30%	59%	10%	1%
I was heavily engaged in community work before the Ford Leadership class and couldn't take on more afterwards	16%	53%	25%	5%
I felt "closed out" of the leadership structure in my community	32%	53%	12%	3%
I have not been personally interested in the specific efforts or issues facing my community	42%	48%	8%	2%
Survey items from the past participant surveys.				

Appendix 14: Distribution of Responses for Participation in Civic Activities

Participation in Civic Activities				
	Never	Rarely	Occasionally	Frequently
Worked informally with others to address community issues	7%	15%	44%	34%
Worked as a member in a formal group or organization that addresses community issues	10%	15%	29%	46%
Helped mobilize community members to work on a common goal	12%	22%	39%	27%
Advocated for a policy or issue in your community	15%	21%	36%	28%
Participated in long-term community decision-making or governance processes	21%	25%	27%	27%
Participated on the board of any local service agency or organization	21%	25%	27%	27%
Volunteered in your community	3%	8%	29%	60%
Voted in elections	7%	2%	11%	80%
Attended any public hearings, town hall meetings, community forums, or city council meetings	12%	21%	35%	32%
Donated money, services, materials, or food to support a community effort, project, or program	3%	8%	35%	54%
Helped raise money and collect materials to support a community effort, project, or program	7%	17%	35%	41%
Survey items from the past participant surveys.				

Appendix 15: Effective Organizations Pre-training and Post-training Knowledge Outcomes

Knowledge Section	N	Pre/ Before		Post/ After		Difference	Cohen's *d*
	218	2.12	0.62	3.16	0.49	1.04	0.76
		Pre/ Before		Post/ After			
Knowledge Concept Groups and Items	**N**	**Mean**	**SD**	**Mean**	**SD**	**Difference**	**Cohen's *d***
Strategic Planning	**218**	**2.32**	**0.65**	**3.36**	**0.50**	**1.04**	**0.74**
Clarifying your organization's vision and mission	217	2.51	0.84	3.51	0.63	1.00	0.58
Establishing organizational goals and objectives	216	2.44	0.76	3.41	0.65	0.97	0.58
Effectively communicating your organization's message and mission	217	2.40	0.79	3.44	0.66	1.03	0.60
Analyzing the Strengths, Weaknesses, Opportunities, and Threats facing your organization (SWOT analysis)	218	2.04	0.88	3.25	0.72	1.20	0.64
Developing a strategic plan for your organization	216	2.04	0.85	3.13	0.73	1.09	0.63
Helping your organization fulfill its mission	217	2.44	0.80	3.42	0.63	0.98	0.59
Operational Management	**216**	**2.05**	**0.72**	**3.10**	**0.57**	**1.05**	**0.71**
Specifying board responsibilities	216	2.06	0.87	3.29	0.73	1.22	0.64
Creating effective board nomination and recruitment procedures	215	1.82	0.83	3.06	0.77	1.24	0.65
Communicating board responsibilities to board members	214	2.00	0.88	3.23	0.73	1.23	0.64
Understanding the purpose and use of bylaws and governing documents	216	2.25	0.98	3.26	0.81	1.01	0.54
Improving financial management systems	215	2.07	0.88	2.96	0.82	0.89	0.51
Developing and managing budgets	215	2.30	0.93	3.00	0.82	0.69	0.41
Planning for future leadership (succession planning)	215	1.84	0.84	2.90	0.83	1.05	0.60

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Knowledge Concept Groups and Items	N	Pre/ Before		Post/ After		Difference	Cohen's *d*
		Mean	SD	Mean	SD		
Resource Development & Management	**218**	**2.01**	**0.63**	**3.03**	**0.57**	**1.02**	**0.71**
Establishing human resource management plan (employees & volunteers)	212	1.91	0.79	2.96	0.75	1.05	0.64
Establishing a resource development plan	215	1.87	0.80	2.93	0.78	1.06	0.58
Planning for future sustainability of an organization	216	1.97	0.81	2.95	0.79	0.97	0.59
Knowing how to fundraise in the community	218	2.18	0.81	3.22	0.70	1.04	0.59
Identifying grants appropriate for your organization's mission	213	2.10	0.92	3.04	0.85	0.93	0.51
Maintaining an effective volunteer base	215	2.00	0.78	3.06	0.78	1.07	0.59
Single Item							
Understanding the core competencies (i.e. strategic planning, organizational leadership, resource development, resource management) of effective organizational management	217	2.13	0.85	3.28	0.74	1.15	0.63

Dependent t-tests were used to calculate significance levels. **All results were significant at $p < .05$**, indicating that there is a statistically significant difference between the means for the pre-test and post-test. Cohen's *d* statistic greater than .40 indicates a moderate effect.

Appendix 16: OLS Regression Results – Organizational Knowledge Change

	Strategic Planning		Operational Management		Resource Development & Management		Organizational Management Knowledge Overall	
	B(SE)	Beta (β)	B(SE)	Beta (β)	B(SE)	Beta (β)	B(SE)	Beta (β)
Individual-Level Variables								
Pre-Training Level of Knowledge	–.65(.04)	–.70	–.68(.05)	–.72	–.62(.05)	–.61	–.63(.05)	–.68
Paid Director in Organization	--	--	--	--				
Unpaid Director in Organization	--	--	--	--				
Staff Member in Organization	–.26(.09)	–.15	--	--				
Board Member in Organization	--	--	--	--				
Volunteer in Organization	.19(.08)	.13	--	--				
Other Role in Organization	--	--	--	--				
Age	–.01(.00)	.14					--	--
Employed	.15(.07)	.12						
Female			.17(.08)	.11				
Elected or Appointed Official							.19(.09)	.12
Previous Leadership Experience			.22(.08)	.16				
East of the Cascades					.24(.08)	.15	.17(.07)	.13
R^2	58%		48%		38%		46%	

Note: Only reporting for characteristics that are significant at p <.05. Blank cells denote variables that were not included in the model. Scale ranged from -3 to 3.

Appendix 17: OLS Regression Results – Pre-Training Levels of Organizational Knowledge

	Model 1:		Model 2:		Model 3:		Model 4:	
	Pre-Training Strategic Planning Knowledge		Pre-Training Operational Management Knowledge		Pre-Training Resource Development & Management Knowledge		Pre-Training Knowledge Overall	
	N = 184		N = 187		N = 179		N = 189	
	B(SE)	Beta (β)	B(SE)	Beta (β)	B(SE)	Beta (β)	B(SE)	Beta (β)
Unpaid Director								
Staff			–.4(.14)	–.19				
Board Member								
Volunteer	–.28(.11)	–.16	–.3(.13)	–.16	–.27(.12)	–.16	–.27(.11)	–.16
Other Role			.49(.2)	.15	.38(.17)	.15	.4(.16)	.16
Previous Training Experience	.45(.08)	.34	.43(.09)	.28			.39(.08)	.30
Unemployed								
Family Income (per person)[1]	.00(.00)	.26	.00(.00)	.22	.00(.00)	.31	.00(.00)	.27
Avg. hours worked/month in organizations[2]					–.00(.00)	–.14		
R^2	0.28		0.24		0.16		0.26	

Note: OLS regression analysis used to determine if individual characteristics predicted change in knowledge. Only items that were significant at $p < .05$ are included. Beta (β), reported above, is the standardized coefficient (expressed in standard deviation units). Scale ranged from 1 to 4. [1]Income per Family Member is the mid-point of the income level category, divided by the total number of people in the family. [2]Number of organizations was limited to a maximum of six.

Appendix 18: Effective Organizations Pre-training and Post-training Behavior Outcomes

Behavior Section	N	Pre/ Before		Post/ After		Difference	Cohen's *d*
		Mean	SD	Mean	SD		
	214	2.39	0.67	3.43	0.43	1.05	0.74
Behavior Concept Groups and Items	**N**	**Pre/ Before**		**Post/ After**		**Difference**	**Cohen's *d***
		Mean	**SD**	**Mean**	**SD**		
Collaboration	**214**	**2.29**	**0.80**	**3.26**	**0.56**	**0.97**	**0.61**
Work with other organizations that have similar goals to your organization	214	2.49	0.93	3.42	0.68	0.93	0.50
Work with organizations that do NOT have similar goals to your organization	210	1.87	0.89	2.80	0.87	0.93	0.51
Develop networks and partnerships with other organizations	213	2.48	1.00	3.54	0.65	1.05	0.53
Single Items							
Assist your organization in clarifying its mission, goals, and objectives	214	2.61	0.93	3.70	0.53	1.09	0.60
See yourself as a catalyst for change within your organization	214	2.66	0.89	3.59	0.58	0.93	0.55
Communicate clearly with the community about your organization and its purpose	214	2.60	0.88	3.59	0.55	0.99	0.57
Monitor the fiscal health of your organization	212	2.29	1.01	3.33	0.77	1.04	0.58
Participate in fundraising efforts for your organization	212	2.80	0.96	3.54	0.67	0.74	0.43
Discuss strategies for improving organizational effectiveness with others in your organizations	214	2.39	0.91	3.59	0.59	1.21	0.63
Promote positive board functioning (e.g. communication and decision making)	212	2.35	0.95	3.52	0.68	1.17	0.64
Work with your board to develop policies/procedures	212	2.34	0.99	3.41	0.80	1.06	0.55
Create specific job descriptions for board members or volunteers	213	2.03	0.96	3.23	0.85	1.20	0.60
Participate in the strategic recruitment of board members	212	2.01	0.96	3.19	0.88	1.19	0.62
Work to increase the role of your organization in improving the community	213	2.69	0.87	3.66	0.52	0.98	0.57
Develop strategies to acquire resources for your organization	213	2.35	0.93	3.46	0.66	1.11	0.58
Adopt strategies in your organization to sustain activities/programs at the end of a funding cycle	213	2.20	0.92	3.32	0.78	1.12	0.58

Dependent t-tests were used to calculate significance levels. All results were significant at $p < .05$, indicating that there is a statistically significant difference between the means for the pre-test and post-test. Cohen's *d* statistic greater than .40 indicates a moderate effect.

Appendix 19: OLS Regression Results – Organizational Behavior Likelihood Change

	Collaboration Behavior Likelihood		Organizational Management Behavior Likelihood Overall	
	N = 191		N = 214	
	B(SE)	Beta (β)	B(SE)	Beta (β)
Pre-Training Level of Behavior Likelihood	–.68(.05)	–.71	–.72(.03)	–.78
Paid Director in Organization			--	--
Unpaid Director in Organization			--	--
Staff Member in Organization			--	--
Board Officer in Organization			.11(.05)	0.08
Volunteer in Organization			--	--
Other Role in Organization			--	--
Family Income (per person)[1]	--	--		
R^2	54%		60%	

Note: Only reporting for characteristics that are significant at p <.05. Blank cells denote variables that were not included in the model. Scale ranged from -3 to 3. [1]Income per Family Member is the mid-point of the income level category, divided by the total number of people in the family.

Appendix 20: OLS Regression Results – Pre-Training Levels of Organizational Behavior

	Model 1: Pre-Training Collaboration Behavior Likelihood N = 186		Model 2: Pre-Training Behavior Likelihood Overall N = 182	
	B(SE)	β(beta)	B(SE)	β(beta)
Unpaid Director				
Staff			–.3(.13)	–.16
Board Member			–.24(.11)	–.15
Volunteer	–.45(.14)	–.22	–.49(.12)	–.28
Other Role	.77(.21)	.24	.53(.18)	.19
Age	–.01(.00)	–.19	–.01(.00)	–.15
Previous Training Experience			.21(.09)	.15
Family Income (per person)[1]	.00(.00)	.20	.00(.00)	.26
Number of orgs with which affiliated[2]	.14(.03)	.28	.08(.03)	.18
R^2	0.20		0.26	

Note: OLS regression analysis used to determine if individual characteristics predicted change in behavior. Only items that were significant at ***p* < .05 are included. Beta (β), reported above, is the standardized coefficient (expressed in standard deviation units).** Scale ranged from 1 to 4. [1]Income per Family Member is the mid-point of the income level category, divided by the total number of people in the family. [2]Number of organizations was limited to a maximum of six.

Appendix 21: Distribution of Responses for Current View of Community

How do you see your community now?					
	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
Community Cohesion					
People around here are willing to help their neighbors	1%	5%	63%	31%	---
People in this community generally trust one another and get along	1%	16%	73%	10%	---
People in this community interact with each other across social, cultural, and economic lines	3%	23%	62%	12%	---
Community Capacity					
If this community were faced with a local issue, such as the pollution of a river or the possible closure of a school, people here would work together to address it	1%	8%	49%	40%	2%
Local government has the ability to deal effectively with important problems	6%	31%	43%	13%	7%
Community members have the knowledge and skills to get things done	1%	12%	57%	27%	3%
Community organizations work together to address community issues	2%	19%	55%	21%	3%
Feelings about Community					
I am proud of my community	1%	8%	60%	31%	---
I feel a strong sense of civic responsibility	0%	10%	50%	40%	---
I believe I can make a difference in my community	1%	6%	52%	41%	---
My community is a positive place to live	1%	11%	61%	28%	---
I feel a part of my community	1%	9%	52%	38%	---
My community has a great future	2%	14%	52%	32%	---
Survey items from the population survey only.					

Appendix 22: Mean of Community Cohesion Items by Community

Hub Community	N	Mean	Std. Dev.
Florence	9	3.33	0.75
Sisters	14	3.24	0.33
Wallowa County	19	3.19	0.41
Coquille Valley	22	3.18	0.48
Sherman County	14	3.17	0.39
Vernonia	25	3.17	0.68
Hood River	20	3.13	0.51
Tulelake/Merrill/Malin	17	3.12	0.50
Tillamook	34	3.12	0.50
Grant County	12	3.11	0.67
Harney County	31	3.10	0.47
Sutherlin	14	3.10	0.28
Monmouth/Independence	17	3.10	0.39
Coastal Douglas	33	3.09	0.57
Wasco County	15	3.07	0.44
South Siskiyou County	11	3.06	0.36
Bandon	13	3.05	0.68
Lake County	28	3.04	0.47
South Lane	45	3.04	0.49
Keno/Butte Valley*	19	3.04	0.44
Yreka	28	3.02	0.26
East Linn	27	3.02	0.36
Gates/Mill City	31	3.00	0.43
Philomath	31	3.00	0.43
Gilliam County	12	3.00	0.38
Mid-Klamath	23	2.99	0.44
Bay Area	36	2.98	0.55
South Lincoln County	15	2.96	0.72
Ontario Region	17	2.96	0.31
McKenzie River Valley	23	2.96	0.44
Banks	22	2.91	0.40
Jefferson County	12	2.89	0.26
Milton-Freewater/AWHA	23	2.88	0.47
Winston/Dillard	8	2.88	0.31
Union County	16	2.83	0.30
Veneta/Fern Ridge	19	2.82	0.39
Baker County	34	2.81	0.61
Gold Hill (Rogue Comm Partners)	10	2.80	0.50
Rainier	17	2.75	0.64
South Columbia County	16	2.75	0.41
Riddle/South Douglas	6	2.72	0.77

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Cornelius	12	2.67	0.32
Oakridge/Westfir	12	2.56	0.41
White City	11	2.55	0.52
Total	**873**	**3.00**	**0.49**

Note: Scale ranged from 1-4, where 1 was "strongly disagree," 2 was "disagree," 3 was "agree," and 4 was "strongly agree."

*Keno/Butte Valley separated into two hubs after the first cohort, combined here for reporting purposes.

Appendix 23: Mean of Community Capacity Items by Community

Hub Community	N	Mean	Std. Dev.
Tulelake/Merrill/Malin	16	3.36	0.52
Sutherlin	13	3.27	0.53
South Lincoln County	15	3.27	0.54
Coastal Douglas	30	3.25	0.57
Florence	7	3.25	0.60
Vernonia	26	3.24	0.44
Hood River	20	3.24	0.64
East Linn	28	3.23	0.50
Monmouth/Independence	14	3.23	0.49
Sherman County	14	3.18	0.47
Gilliam County	11	3.16	0.42
South Lane	44	3.15	0.49
Wasco County	14	3.13	0.71
Banks	17	3.12	0.50
Milton-Freewater/AWHA	21	3.12	0.47
Gates/Mill City	24	3.09	0.36
Harney County	20	3.09	0.50
Bandon	14	3.09	0.37
Bay Area	32	3.08	0.46
Philomath	28	3.07	0.53
Lake County	24	3.06	0.48
South Siskiyou County	11	3.05	0.35
Cornelius	9	3.03	0.42
Winston/Dillard	8	3.03	0.45
Jefferson County	12	3.02	0.36
Tillamook	31	3.02	0.56
Wallowa County	17	3.01	0.59
Gold Hill (Rogue Comm Partners)	7	3.00	0.50
Rainier	12	2.96	0.52
Sisters	13	2.96	0.44
Coquille Valley	20	2.94	0.59
Veneta/Fern Ridge	18	2.94	0.47
McKenzie River Valley	17	2.94	0.45
Oakridge/Westfir	12	2.92	0.49
Keno/Butte Valley*	17	2.91	0.52
South Columbia County	15	2.88	0.27
Grant County	12	2.83	0.50
Mid-Klamath	21	2.82	0.43
Ontario Region	12	2.79	0.44
Union County	15	2.78	0.44
Yreka	22	2.68	0.46

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Baker County	32	2.68	0.72
Riddle/South Douglas	6	2.67	0.63
White City	9	2.50	0.57
Total	**873**	**3.00**	**0.49**

Note: Scale ranged from 1-4, where 1 was "strongly disagree," 2 was "disagree," 3 was "agree," and 4 was "strongly agree."

*Keno/Butte Valley separated into two hubs after the first cohort, combined here for reporting purposes.

Appendix 24: Mean of Feelings about Community Items by Community

Hub Community	N	Mean	Std. Dev.
Monmouth/Independence	17	3.72	0.37
East Linn	27	3.56	0.48
Hood River	21	3.52	0.47
South Lane	46	3.46	0.60
Tulelake/Merrill/Malin	17	3.45	0.59
Sherman County	14	3.39	0.40
Vernonia	26	3.38	0.52
Wasco County	15	3.38	0.43
Coastal Douglas	33	3.34	0.47
Coquille Valley	23	3.32	0.51
Wallowa County	18	3.31	0.50
South Lincoln County	15	3.31	0.48
Sisters	14	3.30	0.45
Keno/Butte Valley*	18	3.29	0.49
Winston/Dillard	8	3.29	0.58
Bay Area	35	3.28	0.36
Gates/Mill City	30	3.27	0.40
Bandon	13	3.26	0.58
Philomath	34	3.25	0.56
Tillamook	32	3.25	0.56
Sutherlin	14	3.23	0.40
McKenzie River Valley	21	3.23	0.50
Milton-Freewater/AWHA	22	3.21	0.49
Jefferson County	12	3.21	0.38
South Siskiyou County	11	3.21	0.58
Florence	10	3.20	0.62
Lake County	26	3.19	0.60
Yreka	26	3.19	0.49
Veneta/Fern Ridge	17	3.17	0.49
Banks	21	3.16	0.61
Union County	16	3.14	0.36
Gilliam County	11	3.14	0.45
Gold Hill (Rogue Comm Partners)	10	3.12	0.53
White City	10	3.12	0.58
Rainier	15	3.11	0.67
Cornelius	12	3.10	0.37
Harney County	31	3.06	0.53
Grant County	9	3.06	0.46
Ontario Region	17	3.03	0.55
South Columbia County	16	3.02	0.55
Mid-Klamath	22	2.98	0.38

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Baker County	32	2.96	0.61
Oakridge/Westfir	11	2.91	0.62
Riddle/South Douglas	6	2.72	0.78
Total	**873**	**3.00**	**0.49**

Note: Scale ranged from 1-4, where 1 was "strongly disagree," 2 was "disagree," 3 was "agree," and 4 was "strongly agree."

*Keno/Butte Valley separated into two hubs after the first cohort, combined here for reporting purposes.